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REPORT

OF THE

COMMISSIONER

FOR

LINGUISTIC MINORITIES

(SEVENTH REPORT)

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OFFICE OF THE COMMISSIONER

FOR

LINGUISTIC MINORITIES IN INDIA

As required under Article 350B(2) of the Constitution, I have the honour to present the Eleventh Report for the period July 1968 to June 1969.

(SMT. MARAGATHAM CHANDRASEKHAR)
COMMISSIONER

Allahabad :
The 27th September, 1969.

THE PRESIDENT,
(Through the Ministry of Home Affairs).

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INTRODUCTION

(a) OFFICE OF COMMISSIONER FOR LINGUISTIC MINORITIES IN INDIA

The States Reorganisation Commission set up by the Government of India in 1954 found, during the course of investigation, that the problem of linguistic minorities would by no means be solved even after the State boundaries were reorganised rigidly on the principles of unilingual or bilingual State as there would be a number of bilingual belts between the different linguistic zones and a large number of areas with mixed population even within unilingual areas.

2. The States Reorganisation Commission, therefore, examined at length the problem and recommended measures for strengthening the Constitutional safeguards for the linguistic minorities and the agency for enforcing them. As a result of the recommendations thus made by the States Reorganisation Commission in its Report, certain amendments were made in the Constitution by the Constitution (Seventh Amendment) Act, 1956. By this amendment, Articles 350A and 350B were incorporated in the Constitution. They read :—

> Article 350A—It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.
>
> Article 350B(1)—There shall be a Special Officer for linguistic minorities to be appointed by the President.
>
> (2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

3. The Office of the Commissioner for Linguistic Minorities in India thus came into being as a result of Article 350B of the Constitution. The first Commissioner took charge on the 30th July 1957, and since the 27th October 1957, the office has been located at Allahabad.

4. Since the Office of the Commissioner for Linguistic Minorities in India was established, ten Reports have been submitted under Article 350B(2) of the Constitution covering the periods detailed below :—

(i) First Report 30 July 1957 to 31 July 1958.

(ii) Second Report 1 Aug. 1958 to 31 July 1959.

(iii) Third Report 1 Aug. 1959 to 31 Oct. 1960.

(iv) Fourth Report 1 Nov. 1960 to 31 Dec. 1961.

(v) Fifth Report 1 Jan. 1962 to 31 Dec. 1962.

(vi) Sixth Report 1 Jan. 1963 to 31 Dec. 1963.

(vii) Seventh Report 1 Jan. 1964 to 31 Dec. 1964.

(viii) Eighth Report 1 Jan. 1965 to 30 June 1966.

(ix) Ninth Report 1 July 1966 to 30 June 1967.

(x) Tenth Report 1 July 1967 to 30 June 1968.

5. The Report under submission is the Eleventh in the series, covering the period from the 1st July 1968 to the 30th June 1969.

(b) CONSTITUTIONAL PROVISION FOR LINGUISTIC MINORITIES :—

6. In addition to the amendments incorporated by the Constitution (Seventh Amendment) Act, 1956, other specific safeguards guaranteed to the linguistic minorities by the Constitution are to be found in Article 29(1) and (2), Article 30(1) and (2), Article 347 and Article 350 of the Constitution. These are reproduced below :—

Article 29(1)—Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

Article 30(1)—All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Article 347—On a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purpose as he may specify.

Article 350—Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

7. Though not specifically framed as safeguards for linguistic minorities, but having a bearing on them are the Fundamental Rights, such as equality before the law (Article 14), prohibition of discrimination on grounds of religion, race, caste, sex or place of birth (Article 15) and equality of opportunity in the matter of public employment (Article 16).

(c) AGREED SCHEME OF SAFEGUARDS :—

Provincial Education Ministers' Conference, 1949

8. Soon after Independence, the Government at the Centre and in the States diverted their attention to provide safeguards for the linguistic minority groups. The first all-India decisions at the Governmental level regarding provision of facilities for instruction through the mother-tongue of the linguistic minorities at the primary and secondary stages of education were taken at the Conference of the Provincial Education Ministers in 1949. It was agreed in this Conference that at the primary stage of education, if the mother-tongue is different from the regional language and there are not less than 10 pupils in a class or 40 pupils in the whole school desirous of having instruction through their mother-tongue, arrangements shall be made for providing instruction accordingly by appointing at least one teacher. It was also decided that at the secondary stage of education facilities would be provided for instruction in the mother-tongue, if one-third pupils of a school were desirous of having instruction in the mother-tongue. These decisions were binding on all Government, municipal and district board schools. (Appendix I).

States Reorganisation Commission

9. In the field of education, the important recommendation of the States Reorganisation Commission was that Constitutional recognition should be given to the right of linguistic minorities to get instruction in their mother-tongue at the primary stage provided sufficient number of pupils was available. In other spheres, the important recommendations of the Commission included the use of minority languages at different levels of State administration, simplification of the domicile tests for the benefits of minority groups and relaxation of the requirement of knowledge of the regional language as a pre-requisite for entry into State Services.

10. The Government of India, after careful examination and in consultation with the Chief Ministers of the States, agreed with most of the safeguards proposed for linguistic minorities by the States Reorganisation Commission; and a Memorandum was issued indicating the agreed minimum safeguards to be provided to the linguistic minorities in the fields of education, in the use of minority languages for official purposes and in the recruitment to State Services (Extracts at Appendix II). The Memorandum (hereinafter referred to as the Memorandum of 1956) was also laid on the tables of both the Houses of Parliament and sent to all the States.

Southern Zonal Council Decisions

11. In May 1959, the Ministerial Committee of the Southern Zonal Council examined the safeguards for linguistic minorities in different fields and their implementation, and the Committee drew up a detailed report thereon. The report was accepted with a few modifications by the Southern Zonal Council in 1960 (Appendix III). The decisions of the Southern Zonal Council follow mainly the principles contained in the Memorandum of 1956, and pertains to the States in the Southern Zone. It is, however, significant that some of its decisions were accepted in principle by the Meeting of the Chief Ministers of States and Central Ministers held in August 1961 (hereinafter referred to as the Chief Ministers' Conference).

12. One of the most important recommendations of the Southern Zonal Council of 1960 accepted by the Chief Ministers' Conference was that in partial modification to the decision of the Provincial Education Ministers' Conference of 1949, facilities for instruction at the secondary stage of education through minority languages are to be given when there are 60 pupils in a school and 15 in each class desirous to have instruction in the mother-tongue, with the proviso that for the first four years after the commencement of provision of the facilities, a strength of 15 in each class would be sufficient.

13. Another important recommendation of the Southern Zonal Council accepted by the Chief Ministers' Conference is that the educational facilities at the primary and secondary stages available to linguistic minorities including teachers as on 1-11-1956 should be ascertained and continued without diminution except under specific orders of the concerned State Government. In respect of Telugu pupils in Tamil Nadu and Tamil pupils in Andhra Pradesh, the crucial date will be 1-10-1953 and not 1-11-1956. Additional facilities are also to be provided, wherever necessary.

Chief Ministers' Conference

14. The Chief Ministers' Conference considered the scheme of safeguards for linguistic minorities in the broader context of national integration. The decisions taken in the Conference generally follow the principles contained in the Memorandum of 1956. The Statement issued by the Conference was laid on the tables of both Houses of Parliament, and was sent to all the State Governments (Extracts at Appendix IV). The decisions constitute an agreed scheme of safeguards for linguistic minorities for implementation throughout India and pertain to the fields of education, use of minority languages at different levels of administartion, recruitment to State Services and machinery for implementation of the safeguards for linguistic minorities.

15. The Statement** reiterated that no State is completely unilingual and because of this, arrangements are necessary for minority languages for education etc. For communication purposes, other languages in use in the area should be employed apart from the official language. Important Government rules, notices, etc., should also be published in minority languages.

16. With regard to recruitment to State Services, the Conference agreed that knowledge of the regional language should not be a pre-requisite, and there should be an option to use English or Hindi as the medium of examination. A test of proficiency in the regional languages should be held during the period of probation.

Committee of Zonal Councils for National Integration

17. The first meeting of the Committee of Zonal Councils for National Integration held on the 16th November 1961 re-affirmed the decisions of the Chief Ministers' Conference regarding the right of linguistic minorities to have instruction in their mother-tongue at the primary and secondary stages of education and other safeguards. The Committee desired further that information should be collected regarding the number of schools for

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** The Statement has been reproduced in full in the earlier Reports of the Comissioner.

minority language groups, number of pupils and number of teachers at the primary and secondary stages since 1956-57 so as to enable the Committee to make an objective assessment. The Committee also agreed that preparation of text-books should be dealt with by the Union Ministry of Education in consultation with the State Governments and detailed reports of actions taken by the various State Governments are to be submitted to the Committee.

18. In its meeting on 26 August 1962, the Committee reviewed the action taken by different States in implementing the scheme of safeguards for linguistic minorities. The Committee felt that in order to assses correctly the adequacy or otherwise of the arrangements made by the State Governments to provide instruction through the mother-tongue at the primary and secondary stages of education, immediate steps for maintenance of registers of minority pupils should be taken.

CHAPTER I

(a) SCHEME OF SAFEGUARDS FOR LINGUISTIC MINORITIES

19. The safeguards for linguistic minorities enshrined in the Constitution may be said to compare favourably with those obtaining in other countries. Apart from the Fundamental Rights, namely, the right to equality before law; prohibition of discrimination on ground of religion, race, caste, sex or place of birth and equality of opportunity in matters of employment, special safeguards have been given to the minorities for the protection of their cultural and educational rights; the rights to establish and administer educational institutions of their choice; and the right in appropriate cases to the recognition of, by a direction of the President, minority languages as official languages for any State or any part thereof.

20. The problems of the linguistic minorities differ from State to State and in the Union Territories. The agreed scheme of safeguards which developed in consequence of Constitutional provision is given in the following paragraphs. Suffice it to mention at this stage that the State Governments and the Governments in the Union Territories are alive to this problem, and such administrative machinery as considered suitable or adequate have also been established in most of the States and some of the Union Territories. In Andhra Pradesh, Kerala, Madhya Pradesh, Tamil Nadu, Maharashtra and Uttar Pradesh, committees presided over by the Chief Ministers of States exist to ensure the implementation of the safeguards. In Rajasthan, such a committee is headed by the Education Minister. In Maharashtra again, another Committee headed by the Minister of Education has also been constituted in addition to the Chief Minister's Committee. In the Union Territories of the Andaman and Nicobar Islands, Delhi, Manipur and Tripura, suitable administrative organisations exist to look after the interests of linguistic minorities.

A. EDUCATION

1. Teaching, by appointing at least one teacher, through the mother-tongue at primary stage if there are 40 pupils in a school or 10 pupils in a class desirous of learning in that language.

2. The modern Indian languages mentioned in the Eighth Schedule of the Constitution, as well as English, should be used as media of instruction at the secondary stage. Other languages may also be used in the hill districts of Assam and the district of Darjeeling in West Bengal. For the purpose of providing instruction at the secondary stage in a mother-tongue of the linguistic minorities, a minimum strength of 60 pupils in the last four classes and 15 pupils in each class will be necessary, provided that for the first four years a strength of 15 in each class will be sufficient.

3. Non-diminution of pupil strength and school facilities including teachers for linguistic minorities as it existed on 1-11-1956 (for Telugu pupils in Tamil Nadu and Tamil pupils in Andhra

Pradesh—1-10-1953) without specific sanction of the concerned Government.

4. (a) Advance registration of application from pupils desirous to have instruction through the minority languages for a period of three months ending a fortnight before the commencement of school year.

(b) To make inter-school adjustments so that no applicant is refused facility of instruction through a minority language on the ground that the number of such applicants is not sufficient for opening a new section/class.

5. The Central Government should prepare model text-books both for the primary and secondary stages, and the State Governments should undertake production of these text-books instead of leaving it to private enterprises.

B. USE OF MINORITY LANGUAGES FOR OFFICIAL PURPOSES

1. At district level and below, like Municipality, Tehsil, etc., where a linguistic minority constitutes 15—20 per cent of population, important Government notices, rules, and other publications are to be published in minority languages also.

2. (a) District level—Where 60 per cent of the population in a district use a language other than official, that language may be recognised as additional official language for that district—Recognition for this purpose is to be given ordinarily to the major languages mentioned in the Eighth Schedule.

(b) At the State headquarters, Translation Bureau may be set up where arrangements may be made for translation of the substance of important laws, rules, regulations, etc., in minority languages for publication.

3. In correspondence with the public, petitions and representations received in other languages are to be replied, wherever possible, in the language of the petition/representation.

C—RECRUITMENT TO STATE SERVICES

Language—Knowledge of the State official language should not be a pre-requisite for recruitment to State Services and option of using English or Hindi as a medium of examination should be allowed. A test of proficiency in the State official language should be held during the period of probation.

(b) BROAD ASSESSMENT OF IMPLEMENTATION OF SAFEGUARDS

21. It cannot be said that all the schemes of safeguards for linguistic minorities agreed to at the all-India level have now been fully accepted by all the States/Union Territories for implementation. The safeguards regarding primary and secondary education and the position of their implementation in the States and Union Territories have been indicated at Appendices V and VI. Comparative statements of educational facilities

in minority languages at primary and secondary stages of education of the last three years ending 1968-69 are at Appendices VII and VIII. The respective position as existed up to the period ending June 1968 in the States and Union Territories was dealt with in the Tenth Report. In the succeeding paragraphs, the latest position up to the period ending June 1969 is indicated :—

Educational Safeguards

22. *Primary Education* : Article 350A of the Constitution enjoins that every State and every local authority within the State shall endeavour to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to the children belonging to minority language groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

23. At the time of the last Report, Haryana; Jammu and Kashmir; Madhya Pradesh; Maharashtra; and Punjab were mentioned as the States where deviations have been noticed from the provision of Article 350A of the Constitution or the formula of 10/40 pupils, or both.

24. Madhya Pradesh, which had hitherto restricted the facilities to the 15 languages specified in the Eighth Schedule of the Constitution, have now provided facilities for instruction through Madia, a tribal dialect.

25. In Haryana, the State Government have now issued orders for imparting instruction through the medium of Punjabi in private schools.

26. In Maharashtra, the State Government have now issued orders to provide facilities according to the formula of 10/40 pupils throughout the State.

27. In the case of the Union Territories, Dadra and Nagar Haveli have now accepted the formula of 10/40 pupils.

28. With regard to maintenance of advance registers, no report has yet been received from the Nagaland Government indicating whether they have accepted the suggestion to maintain advance registers for linguistic minority pupils. In the case of the Union Territories, Chandigarh; Goa, Daman and Diu; Manipur; and Pondicherry have also not issued orders for maintenance of advance registers.

29. There are sizeable numbers of people speaking tribal languages/dialects in several States. In the States of Assam and Bihar and in the Union Territories of the Andaman and Nicobar Islands; and Tripura, there are facilities for instruction through tribal languages/dialects. The Madhya Pradesh Government who have started instruction through the medium of Madia, a tribal dialect, have proposed to extend soon the facilities through five other dialects. The Nagaland Government, who had reported that they had facilities for imparting instruction through local dialects, have not yet furnished the names of the dialects used for such purposes.

30. *Secondary Education* : According to the precise scheme of the safeguards for the linguistic minorities at the secondary stage of education, provision has to be made for instruction through the minority languages if there were 15 pupils in a class and 60 pupils in a school in the last four classes.

31. The Governments of Jammu and Kashmir; and Nagaland have yet to issue orders accepting this formula. Similarly, all the Union Territories except Himachal Pradesh have not issued orders for providing such facilities. In the case of Uttar Pradesh, the State Government have issued orders to provide facilities for instruction through minority languages in all Government, Municipal and District Board schools, provided one-third of the pupils are desirous of learning through minority language. In the case of Haryana, the State Government have agreed to permit Punjabi as a medium of instruction in private schools only.

32. The Governments of Nagaland; Jammu and Kashmir; and Uttar Pradesh have not yet issued orders for maintaining registers for advance registration of linguistic minority pupils desirous of having instruction through minority languages. The Union Territories of the Andaman and Nicobar Islands; Chandigarh; Goa, Daman and Diu; Manipur; Pondicherry; and Tripura have also not yet taken steps to maintain advance registers.

33. *Non-diminution of Facilities* : The Governments of Haryana; Jammu and Kashmir; Maharashtra; and Punjab have not yet issued orders to ensure continuance of facilities as existing on 1-11-1956. Since the last Report, the Government of Gujarat have intimated that they have taken necessary action in this regard. In the case of Bihar, the State Government have now reported that they have not issued orders ensuring continuance of facilities for instruction through minority languages because they have not considered it necessary in view of the standing order of the State Government since 1953 that in a school where the total number of pupils is 40 and above or in any individual class the number of such pupils is 10 or above, the authorities of the school shall provide at least one teacher who will take classes in non-language subjects through the medium of that language. According to the State Government, not to speak of old schools, even in new schools, provision is made to teach the pupils their mother-tongue and non-language subjects through their mother-tongue. If the number of pupils warrants, teachers knowing particular languages are provided on the recommendation of the District Education Planning Committee. It is, however, felt that in the case of Bihar also, specific orders of the State Government may be issued not to discontinue existing facilities for instruction through minority languages except with the approval of the State Government as, under the existing order referred to by them, there is no bar to close down an institution even without reference to the State Government.

34. Among the Union Territories, Chandigarh; Goa, Daman and Diu; Himachal Pradesh; the Laccadive, Minicoy and Amindivi Islands; Manipur; and Pondicherry have not yet issued orders ensuring continuance of the facilities as existing on 1-11-1956.

35. In the simplified Three-language Formula adopted at the Chief Ministers' Conference, there is provision at the secondary stage of education for teaching as language subject the mother-tongue, when it is different from the regional language. The term mother-tongue has not, however, been circumscribed to the languages mentioned in the Eighth Schedule of the Constitution. In several States, some languages only have been specified which can be offered as language subjects at the secondary stage of education. In Tamil Nadu, instead of the Three-language Formula, the State Government have adopted a Two-language Formula.

36. *Text-books and Teachers for Linguistic Minority Pupils* : Some complaints have been received about difficulties faced by linguistic minority pupils due to non-availability of text-books in minority languages for use at the primary and secondary stages of education. The position regarding availability of text-books obtaining in the different States/Union Territories is given in Chapter II of this Report.

37. Till adequate arrangements are there in every State to make available text-books in minority languages, it will be desirable that text-books published in other States, are utilised with suitable modifications, if necessary.

38. There have been complaints about shortage of teachers to teach through the media of minority languages both at the primary and secondary stages of education. The position regarding availability of teachers to teach through media of minority languages is given in Chapter II of this Report. The Governments of Andhra Pradesh; Assam; Gujarat; Kerala; Madhya Pradesh; Maharashtra; Mysore; Orissa; Tamil Nadu; and West Bengal have reported availability of facilities for training of teachers to teach through the media of minority languages.

39. *Use of Minority Languages for Official Purposes* : Article 347 of the Constitution, whereby the President may issue directions for recognition of a minority language as official language in a State, has not been invoked so far.

40. All the State Governments except those of Bihar; Nagaland; and Orissa have drawn up lists of the areas where a linguistic minority group constitutes 15 per cent or more of the population. The Governments in the Union Territories of Manipur; and the Andaman and Nicobar Islands only have prepared such lists.

41. The Governments of Assam; Jammu and Kashmir; and Maharashtra and those of the Union Territories have not yet issued orders that important Government rules, regulations, notices, etc., should be published in minority languages also in the areas where a linguistic minority constitutes 15 per cent or more of the population. In the case of Punjab, the State Government had also earlier declared the areas where a linguistic minority constituted 15 per cent or more of the population. But the State Government have now reported that consequent upon the recent reorganisation of the State, Punjab has become a unilingual State, and there are no linguistic minorities there.

42. *Recruitment to State Services* : The Governments of Bihar; Haryana; Orissa; Punjab; and Uttar Pradesh have not yet accepted the all-India agreed decision that knowledge of the regional language should not be a pre-requisite for recruitment to State Services. The Union Territories of Himachal Pradesh; and Manipur also have not accepted this decision.

43. The Government of Maharashtra, who were reconsidering the question whether the condition regarding knowledge of Marathi for recruitment to the posts of Deputy Collectors and Mamlatdars should be deleted, are of the view that they see no justification for a change in the State Government's policy. The Government of West Bengal are still examining whether language test should be prescribed as a pre-requisite for recruitment to posts in some Departments of the State Government.

(c) ADMINISTRATIVE MACHINERY AT CENTRAL LEVEL

44. Under paragraph (a) of the Introduction to this Report, the origin of Articles 350A and 350B of the Constitution laying down, amongst others, the functions and responsibilities of the Commissioner for Linguistic Minorities in India have briefly been described. The Annual Reports of the Commissioner are to be laid before each House of Parliament and sent to the Governments of the States and the Union Territories. The jurisdiction of the Commissioner thus extends to the whole country, and in the discharge of the Constitutional functions, the Commissioner has to be constantly in touch with the Union and States/Union Territories' Governments to look after the implementation of the Scheme of safeguards.

45. The question of implementing the scheme of safeguards for linguistic minorities has been engaging the attention of the Union Government and the Governments of the States and the Union Territories. In the Statement issued by the Chief Ministers' Conference, it was observed that "though he (Commissioner for Linguistic Minorities) cannot obviously be entrusted with the executive functions for the implementation of the safeguards, it was reiterated that full cooperation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the Annual Reports, but make more frequent reports on important subjects which he should send to all the Chief Ministers concerned and to the Home Ministry, who will circulate it to all the Chief Ministers". (1).

46. In the second Meeting of the Committee of Zonal Councils for National Integration, held on the 26th August 1962, Shri Lal Bahadur Shastri, the then Union Home Minister, who presided over this meeting, observed, that on 24th August when Parliament discussed the Report of the Commissioner for Linguistic Minorities, he had informed the House that there could be no better agency than the present Committee for the implementation of policies for promoting national integration. He was "satisfied with the progress made in several States in implementing the recommendations of the National Integration Council and of the Chief Ministers' Conference on safeguards for linguistic minorities. Since the last meeting almost all the State Governments have evolved a suitable machinery for the purpose."(2)

47. While, therefore, the office of the Commissioner for Linguistic Minorities is not the administrative machinery for implementation of the safeguards for linguistic minorities at the Central level, in the discharge of the statutory obligations, the Commissioner is to seek information from the Union Government and the Governments in the States and Union Territories, take extensive tours for investigation of grievances reported and persuade the State Governments and Union Territories to implement fully the scheme of safeguards. In this task, the Commissioner is assisted by two Class I officers, one Class II officer, and a small complement of eight ministerial staff. There are no regional offices. A proposal for the strengthening of the staff is under consideration of the Government of India.

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(1) Paragraph 21 of the Statement issued by the Meeting of the Chief Ministers of States and Central Ministers—full Statement reproduced in the Tenth Report (pp 107—112).

(2) Minutes of the Second Meeting, para 2, reproduced in full in the Fifth Report (pp 147—152).

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CHAPTER II

IMPLEMENTATION OF SAFEGUARDS IN STATES AND UNION TERRITORIES

ANDHRA PRADESH

48. According to the 1961 Census, the total population of Andhra Pradesh is 3,59,83,447. Telugu-speakers constitute 85.97 per cent of the population. The speakers of Urdu, Lambadi, Tamil and Kannada constitute 7.10, 1.62, 1.55 and 1.06 per cent respectively, of the population.

Primary Education

49. The Government have issued necessary orders for imparting instruction through the mother-tongue of linguistic minorities if there are 10 pupils in a class or 30 in the whole school.

50. There is provision to mtaintain registers for advance registration of linguistic minority pupils in all primary schools. But the progress regarding actual maintenance of such registers is awaited from the State Government. When the Assistant Commissioner, accompanied by the Inspector of Schools, Srikakulam, visited the primary school at Borivanka in December 1968, it was found that a register for advance registration was not maintained in the school. The matter has been taken up with the State Government. There are also instructions for inter-school adjustment of linguistic minority pupils, wherever practicable.

51. According to the earlier reports, facilities exist for imparting instruction through Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil and Urdu. The statistical data of educational facilities available to linguistic minorities for 1967-68 and 1968-69 are awaited from the State Government.

52. A demand was made by the Andhra Pradeshik Oriya Samaj, Tekkali, for having a qualified Oriya teacher as the headmaster of the Oriya Elementary School, Oriya Brahman Street, Tekkali. On investigations, it was revealed that the Samithi Elementary School (bilingual), Oriya Brahman Street, Tekkali, had 200 Oriya pupils and 47 Telugu pupils. There were five Oriya teachers with one secondary grade teacher headmaster, who was reported to be not proficient in Oriya. The State Government, with whom the matter was taken up, have agreed to replace the headmaster by a qualified Oriya secondary grade teacher.

53. With regard to the complaint regarding conversion of Oriya schools into Telugu schools in Khilloyi, Mandagam and Cheepi villages in Srikakulam district, the Andhra Pradesh Government have reported that Khilloyi, Mandagam and Cheepi are mainly Telugu-speaking villages having single-teacher schools. The other villages mentioned in the representations are small hamlets, served by the schools within a radius of one or two miles. The State Government have assured that every effort is being made to pay special attention to the educational needs of the Oriya-speaking people in the Panchayat Samithi, Mandasa.

54. Regarding non-appointment of Urdu-teachers in Mahboobnagar, Hyderabad, Karimnagar, Medak, Anantpur and Nellore districts, and

demands for opening of Urdu parallel classes in Medak, Nizamabad, Mahboobnagar, Karimnagar, Nalgonda, Adilabad and Cuddapah districts, the Andhra Pradesh Government have stated that there are enough Urdu-knowing teachers to teach Urdu classes in most of the primary and junior basic schools in these districts and steps are being taken to meet the deficiency, wherever necessary. Regarding parallel sections, it has been said that Urdu medium classes were opened in a number of schools in these districts. Urdu parallel classes could not be opened in certain schools, because, in spite of the directions given to them, the management did not submit proposals for opening Urdu sections, for want of the stipulated strength and due to non-fulfilment of other prescribed conditions.

55. With regard to the complaint about abolition of the post of an Urdu teacher in the Elementary School, Ward V, Idgah, Guntakal, the Andhra Pradesh Government have stated that the post of Urdu teacher in the school was filled up since 25th October 1968.

Secondary Education

56. The Government have issued necessary orders for imparting instruction at the secondary stage through the mother-tongue of linguistic minorities if, in each class or section, there is a minimum strength of 10 pupils at the middle school stage, and an average of 15 at the high school stage.

57. There is provision for maintenance of registers in secondary schools for advance registration of linguistic minority pupils. But at the Z. P. High School at Kasibugga, it was found that no register was maintained, and the Inspector of Schools concerned assured that he would rectify the omission.

58. Instructions have been issued regarding continuance of facilities without diminution for imparting instruction through the mother-tongue of linguistic minorities at the primary and secondary stages of education as existing on 1st November 1956, with the proviso that for Tamil pupils the crucial date will be 1st October 1953. If any reduction is to be made in the facilities, specific orders of the Government will be necessary. Steps will be taken by the Government to provide additional facilities whenever necessary.

59. According to the earlier information, facilities existed for imparting instruction at the secondary stage through the media of Hindi, Kannada, Oriya, Marathi, Tamil and Urdu. The statistical data of educational facilities available to linguistic minorities for 1967-68 and 1968-69 are awaited from the State Government.

60. There was a general complaint that though there was a provision for imparting secondary education through the medium of the mother-tongue for the Oriya-speakers, the provision was hardly being followed in Andhra Pradesh. There are secondary schools in Andhra Pradesh imparting instruction through the medium of Oriya. The State Government have said that facilities for imparting instruction through the medium of Oriya in secondary schools are provided, wherever the requisite number of students are available.

61. With regard to the complaint that in eight schools, Oriya was taught through the medium of Telugu, but the pupils wrote their answers in Oriya in examinations, the Andhra Pradesh Government have stated that due to dearth of qualified Oriya teachers, perhaps instruction may have been imparted in Telugu by the teachers who know both Telugu and Oriya. They have added that the position will ease on getting some more trained teachers in Oriya.

62. With regard to the complaint about late publication of the S.S.L.C. results of Oriya pupils, investigations revealed that the results of the Oriya candidates were published along with the results of the other candidates of the State in 1968.

63. About the delay in releasing the results of five Oriya candidates of the Zilla Parishad Girls' High School, Ichhapuram, it has been learnt that the S.S.L.Cs. of these five candidates were not received in the office of the Commissioner for Government Examinations, Andhra Pradesh, from the headmistress of the school as it was reported that they were held up for want of certain exemption. On receipt of these five S.S.L.Cs. from the headmistress with complete particulars, the results were finalised for publication.

64. The complaint regarding non-recognition of a certificate issued by the Government College of Physical Education, Cuttack, by the Andhra Pradesh Government was enquired into. The latter have stated that the certificate issued by the Cuttack Physical Education College has been evaluated to that of a lower grade certificate in physical education in Andhra Pradesh.

65. The demand for opening of parallel sections in the Mandasa High School under the Zilla Parishad, Srikakulam, and for appointment of Oriya graduates and Oriya Pandits in the Higher Secondary School at Tekkali and the Girls' High School, Tekkali, was taken up with the State Government. We are informed that the proposals for renewal of the parallel sections in Oriya in higher classes were called for. Necessary action for opening of parallel sections would be taken, provided there was justification to the proposal.

66. It has been said that owing to dearth of qualified Oriya teachers, the required number of Oriya Pandits could not be appointed though the management is empowered to create such posts in secondary schools under the Zilla Parishad. Steps were being taken to advertise the vacancies of all categories in leading dailies including those published from Orissa. Generally, teachers from Orissa are not willing to serve in the State as the scales of pay of teachers in Andhra Pradesh are lower than those obtaining in Orissa.

67. Urdu-speakers had made a demand in 1965 for opening of Urdu parallel sections in class VIII in Zilla Parishad High School, Sirpur in Adilabad district. According to the report from the Government, the Urdu parallel sections in class VIII in this school were opened from 1966-67.

68. About the demand for opening of Urdu classes in Guntakal, Mahboobnagar, Karimnagar, Cuddapah, Medak, Nizamabad and Nalgonda, the

Government have informed that parallel sections have been opened in a number of schools in these districts. In certain schools, Urdu parallel sections could not be opened in absence of proposals for the same from the managements and due to non-fulfilment of stipulated conditions.

69. There was a complaint about abolition of Urdu parallel sections in classes VI and VII in the Government Higher Secondary and Training School for Women, Anantpur. On investigations, it was found that the parallel Urdu classes were absorbed with the Urdu sections in the Government Multi-purpose School, Anantpur, from the beginning of the school year 1968-69 due to uneconomic strength and paucity of accommodation in the Government Higher Secondary and Training School for Women. Urdu-speaking girls were already studying in the Urdu parallel sections of the Government Multi-purpose School, Anantpur. Taking these facts into consideration, the State Government provided alternate facilities for Urdu students in the local Government Multi-purpose School.

70. In the Three-language formula being followed in the State, only Gujarati, Hindi, Kannada, Marathi, Oriya, Tamil, Telugu and Urdu can be offered.

Text-books

71. The State Government reported that text-books in Kannada, Marathi, Oriya and Tamil which are prescribed in the respective States, are being followed in Andhra Pradesh for primary and secondary schools. According to an earlier information, there is no shortage of Urdu books.

Teachers

72. Teachers for primary and secondary schools for teaching through the media of minority languages are available in sufficient numbers except in Oriya. The Government of Andhra Pradesh have an arrangement with the Government of Orissa whereby a total of 13 Oriya teachers both for primary and secondary schools may be trained in Orissa annually. With these arrangements, however, the State Government have not been able meet the need for Oriya teachers.

73. About the demand for appointment of Urdu teachers in the districts of Mahboobnagar, Hyderabad, Karimnagar, Medak, Anantpur and Nellore, the Government are taking necessary steps to meet the deficiencies.

74. The State Government have said that knowledge of tribal dialects is not one of the qualifications prescribed for appointment as teachers in tribal areas, but among the teachers working in such areas there may be some teachers who have knowledge of tribal dialects. It is felt that for establishing a proper rapport between the pupils and teachers, the latter should be able to explain the lessons in the monther-tongue of tribal pupils.

Use of Minority Languages for Official Purposes

75. Telugu is the official language of Andhra Pradesh. The Translation Department of the State Government undertakes to translate the substance of important laws, rules, regulations, etc., into Kannada, Marathi, Tamil, Urdu and Hindi, and *vice-versa*. The State Government have stated

that arrangements have been made by the Collector, Srikakulam to get the substance of important laws translated into Oriya with the help of the Collector, Ganjam district, in Orissa State.

76. The Government of Andhra Pradesh have drawn up a list of the municipal areas and taluks where a linguistic minority constitutes 15 per cent or more of the population, and orders have been issued that all important Government notices and rules should also be published in the minority language concerned.

77. Oriya-speakers of Sompeta have informed that important Government notices, rules, etc., were not being published in Oriya in Sompeta and Ichhapuram taluks and the matter has been taken up.

78. The latest report from Srikakulam states that 22 important notices were got translated into Oriya language, but the printing of forms in Oriya could not be taken up.

79. Replies to representations received in minority languages are sent with a translation or a gist thereof in minority languages, wherever practicable.

80. There was also a representation that the figures of Oriya-speakers as given in the Census Report of 1961 about Srikakulam district were much less than the actual number. The Superintendent of Census Operations, Andhra Pradesh, has informed that he had no reason to doubt the veracity of the Census figures.

81. The demand of the Sistakaranam Association, Palakonda, for Oriya programme on All-India Radio, was taken up with the Ministry of Information and Broadcasting. They have informed that the percentage of Oriya-speakers in the State to the total population is very small, and it will not be feasible for the Radio Stations in Andhra Pradesh to cater to the needs of this small group. There are full-fledged broadcasting facilities primarily in Oriya in the nearby State of Orissa. The Auxiliary Centre of Jeypore, which repeats the programmes of the Cuttak Station, is understood to be heard in Srikakulam. The Ministry of Information and Broadcasting have added that with the existing resources of transmitters and channels, it will not be feasible to cater to the needs of every linguistic minority in a State.

Recruitment to State Services

82. English continues to be the medium of examinations for recruitment to State Services. Proficiency in the regional language is not a prerequisite for the recruitment to State Services. Selected candidates are to pass a test in Telugu during the period of probation. Till recently, for the filling up of non-gazetted posts and other posts, the pay-scale of which was below Rs. 300 in the Telangana area, the domicile qualification was insisted upon. The Supreme Court has ruled that such reservation in a part of the State is unconstitutional.

Machinery for Implementation of Safeguards

83. The Chief Minister has assumed the responsibility for coordination of the work relating to national integration, including safeguards for linguis-

tic minorities. He is assisted in this work by the Chief Secretary. The Deputy Secretary in General Administration Department, is the Officer-in-charge for the work relating to safeguards for linguistic minorities and discharges his functions under the directions of the Chief Secretary. The District Collectors are in over-all charge of the work at the district level.

84. Pamphlets detailing the safeguards for linguistic minorities available in the State have been published in English, Kannada, Marathi, Tamil and Telugu. Pamphlets in Urdu and Oriya are also under print.

ASSAM

85. According to the 1961 Census, the total population of Assam is 1,22,09,330. Assamese-speakers constitute 57.14 per cent of the population. The speakers of Bengali, Hindi, Khasi, Bodo/Boro, Garo, Nepali, Lushai, Mikir, Oriya and Miri constitute 17.60, 4.41, 2.97, 2.82, 2.47, 1.77, 1.76, 1.26, 1.18 and 1.12 per cent respectively, of the population.

Primary Education

86. There are Government orders for providing facilities for instruction through minority languages at the primary stage, if there are 40 pupils in the school or 10 in a class.

87. The State Government have also issued orders for opening of registers in primary schools for advance registration of linguistic minority pupils. The progress made in implementation of these orders is yet to be received from the State Government.

88. There are directions that no school or section imparting instruction through minority languages should be closed down from 1965 without specific orders of the State Government. It has been pointed out to the Assam Government that according to the agreed scheme of safeguards for linguistic minorities, facilities for imparting instruction through minority languages as existing on 1st November 1956, should not be curtailed except on specific orders from the State Government.

89. The data of educational facilities in minority languages have been received from the State Government up to 1967-68, and there are facilities for instruction through Bengali, Bodo, Garo, Hindi, Khasi, Lushai, Manipuri, Nepali, Telugu and Urdu.

90. *Bengali*—The number of schools and sections imparting instruction through Bengali rose to 2,213 and 5 from 2,159 and 4 respectively. The number of students and teachers went up to 1,80,987 and 4,584 from 1,72,810 and 4,383 respectively.

91. *Bodo*—The number of schools and sections imparting instruction through Bodo remained 247 and 73 respectively, as in the previous year. However, the number of students rose to 19,381 from 18,228 and the number of teachers remained 276.

92. *Garo*—The number of schools imparting instruction through Garo went up to 1,179 from 1,150 of the previous year. The number of students and teachers also went up to 42,941 and 1,419 from 41,456 and 1,392 respectively.

93. *Hindi*—The number of schools imparting instruction through Hindi went up to 109 from 100 of the previous year, but the number of sections came down to 13 from 15. The number of students and teachers went up to 13,915 and 232 from 11,773 and 206 respectively.

94. *Khasi*—The number of schools and sections imparting instruction through Khasi went up to 1,072 and 214 from 980 and 213 respectively. The number of students and teachers also went up to 65,087 and 1,661 from 63,101 and 1,501, respectively.

95. *Lushai*—There were 308 schools and 2 sections imparting instruction through Lushai, whereas in the previous year there were 388 such schools. The number of students and teachers went up to 34,630 and 965 from 32,411 and 880 respectively.

96. *Manipuri*—The number of schools imparting instruction through Manipur went up to 73 from 68 of the previous year, but the number of sections came down to 19 from 21. The number of students went up to 6,494 from 6,347. The number of teachers came down to 160 from 182.

97. *Mikir*—The figures of schools or sections imparting instruction through Mikir have not been furnished, though 5 such schools were shown during the previous year.

98. *Nepali*—The number of schools imparting instruction through Nepali rose to 20 from 17. The number of sections remained 15 as before. The number of students and teachers rose to 2,495 and 55 from 2,089 and 50 respectively.

99. *Telugu*—There was 1 school imparting instruction through Telugu. Though the number of students went up to 66 from 64, the number of teachers came down to 1 from 2.

100. *Urdu*—The number of schools imparting instruction through Urdu remained 2 as in the previous year. The number of students went up to 210 from 186, while the number of teachers remained 6 as before.

101. *Bishnupriya-Manipuri*—The speakers of Bishnupriya-Manipuri have made persistent demands for introduction of their mother-tongue as medium of instruction at the primary stage of education. A number of these representations were forwarded to the State Government but they have not yet been able to come to final decision in the matter. The Deputy Commissioner visited Silchar and rural areas in Cachar district in December 1968 and a large number of representatives of Bishnupriya-Manipuri met him. The representations handed over were forwarded to the State Government and it has been intimated that they are under active consideration of the Government. The Government had stated earlier that there were certain pockets in Cachar district where introduction of Bishnupriya-Manipuri was justified.

102. The Hmar Mongolian Federation also made a demand for introduction of their mother-tongue for instruction at the primary stage. The Government have agreed to introduce Hmar language as a medium of instruction during the academic session 1969.

Secondary Education

103. There are orders to provide facilities for imparting instruction at the secondary stage through the mother-tongue of linguistic minorities if the stipulated number of pupils are available, according to the all-India decision on the subject.

104. Instructions have been issued for maintaining registers for advance registration of linguistic minority pupils.

105. The State Government have yet to issue orders for non-diminution of facilities for instruction through the mother-tongue at the secondary stage of education as existing on 1st November 1956.

106. The statistical data of educational facilities in minority languages at the secondary stage of education up to 1967-68 have been received from the State Government. According to these, there were facilities for instruction through Bengali, Garo, Hindi, Khasi, Lushai, Manipuri, Nepali and Urdu.

107. *Bengali*—The number of schools imparting instruction through Bengali rose to 582 from 502 of the previous year. The number of sections also went up to 46 from 41, and the number of students to 1,19,179 from 1,14,960. The number of schools teaching Bengali as a language subject remained 6. But the number of students rose to 655 from 424. The overall strength of teachers went up to 4,863 from 4,565.

108. *Garo*—The number of schools and sections imparting instruction through Garo went up to 83 and 9 from 73 and 6 respectively, of the previous year. The number of students rose to 6,795 from 6,151. The number of schools teaching Garo as a language subject rose to 17 from 16, and the number of sections remained 8, as before. The number of students went up to 3,670 from 2,039. The overall strength of teachers went up to 354 from 308.

109. *Hindi*—The number of schools imparting instruction through Hindi went up to 53 from 48. But the number of sections remained 6 as before. The number of students went up to 8,925 from 8,300. The number of schools and sections teaching Hindi as a language subject went up to 316 and 12 from 220 and 6 respectively. The number of students went up to 39,390 from 25,569. The overall strength of teachers rose to 765 from 554.

110. *Khasi*—The number of schools and sections imparting instruction through Khasi rose to 96 and 84 from 92 and 78 respectively. The number of students rose to 11,190 from 10,366. The number of sections teaching Khasi as a language subject rose to 161 from 138. The number of students rose to 7,521 from 7,082. The overall strength of teachers rose to 507 from 457.

111. *Lushai*—The number of schools imparting instruction through Lushai rose to 106 from 86. The number of students rose to 7,904 from 5,667. There were 4 sections teaching Lushai as a language subject to 97 students, whereas there was no such section in 1966-67. The overall strength of teachers rose to 465 from 358.

112. *Manipuri*—The number of schools imparting instruction through Manipuri rose to 7 from 5 and the number of students rose to 564 from 407. The number of schools teaching Manipuri as a language subject rose to 4 from 3 and the number of students also rose to 571 from 479. The overall strength of teachers went up to 31 from 22.

113. *Nepali*—The number of schools and sections imparting instruction through Nepali remained 7 and 3 respectively but the strength of students rose to 1,333 from 1,232. The number of sections teaching Nepali as a language subject remained 4 as before, but the number of students rose to 330 from 288. The overall strength of teachers rose to 44 from 42.

114. *Urdu*—One school with 13 teachers continued. The number of students rose to 375 from 342.

115. In Garo, Khasi, Lushai, Manipuri, Nepali and Urdu, the facilities are for instruction up to the end of the middle school stage only. Wherever there has been decrease in facilities both at the primary and secondary stage, a reference has been made to the State Government.

116. In the Three-language Formula being followed in the State, there is provision to learn the mother-tongue as a language subject.

117. When the Deputy Commissioner visited Silchar in December 1968, Bengali-speakers represented that there is no University in Assam imparting education through Bengali and a University in Cachar district where the Bengali-speakers constitute about 78 per cent may be established. They also demanded the early establishment of the Cachar Medical College and the Regional Engineering College at Silchar.

Text-books

118. The Assam Government have stated that text-books for use at the primary stage of education are available in Bengali in all subjects. Text-books on language subject, Arithmetic and Nature Study are available in Bodo, Garo, Hindi, Khasi, Lushai, Manipuri, Nepali and Urdu.

119. Text-books for use at the secondary stage of education on language subject, History, Geography, General Science, General Knowledge and Mathematics are available in Bengali and Hindi. Text-books on language subject, History, Geography, Nature Study, Arithmetic and Geometry are available in Garo, Khasi, Lushai, Manipuri, Nepali and Urdu.

Teachers

120. The State Government have reported that there is no shortage of teachers. There are training centres in the State for training lower primary school teachers through Bengali, Garo, Khasi and Lushai. The medium of instruction in training centres for secondary teachers is English.

Use of Minority Languages for Official Purposes

121. According to the Assam Official Language Act, 1960, Assamese is the official language of Assam. The provision of the Act has been fully implemented only up to the district level in the plains districts of the State.

The percentage of Bengali-speakers is 78.77 in Cachar district. According to the Assam Official Language Act, 1960, Bengali shall be used for administrative and other purposes up to and including the district level in Cachar district. In the four autonomous districts of Garo Hills, United Khasi and Jaintia Hills, United Mikir and North Cachar Hills and Mizo Hills, no steps have yet been taken to enforce the provision of the Official Language Act, 1960. The Act provides that the languages to be used for administrative and other official purposes in those districts would be those as determined by the Autonomous District Councils.

122. The Assam Government have prepared a list of the areas at district level and below, where speakers of minority language constitute 15 per cent or more of the population, but orders are yet to be issued that publication of important rules, regulations, notices etc., should also be made in the minority languages concerned. Publicity material is brought out in several minority languages by the Directorate of Information and Public Relations.

123. The State Government have accepted the principle that, wherever possible, replies to representation and petitions received from the public in minority languages should be sent in the same languages. The State Government have added that implementation of this decision in full is not being made at present and action is being taken for use of Assamese in the Brahmaputra Valley and Bengali in Cachar district.

124. A translation wing in the Law Department has been set up at the State headquarters for translation of important State Acts, rules, etc., into Assamese, Bengali and Hindi. Six Acts and one Regulation have been translated into Hindi. Ten Acts have been translated into Bengali.

125. When the Deputy Commissioner visited Silchar in December 1968, Bengali-speakers complained dearth of publicity literature and circulars in Bengali, specially pertaining to employment particulars for wide distribution to Bengali-speaking population.

Recruitment to State Services

126. English is the medium of examinations for recruitment to State Services. Knowledge of the regional language is not a pre-requisite for recruitment, but the selected candidates are required to pass a departmental examination in the regional languages during the period of probation.

Machinery for Implementation of Safeguards

127. The Chief Secretary to the Government is the State Linguistic Minority Officer, and is in charge of the work relating to the safeguards for linguistic minorities. He is assisted by the Deputy Secretary in the Political Department. At the district level, the Deputy Commissioners are in overall charge of the work relating to the safeguards for linguistic minorities.

128. The Assam Government are yet to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State.

BIHAR

129. According to the 1961 Census, the total population of Bihar is 4,64,55,610. The speakers of Hindi, Bihari, Urdu, Santhali, Bengali,

Mundari and Oraon/Kurukh constitute 44.30, 35.39, 8.93, 3.57, 2.84, 1.21 and 1.19 per cent respectively, of the population. In the "Census of India 1961", the Maithili language has been grouped with Bihari.

Primary Education

130. Government have issued orders for imparting instruction through the monther-tongue of linguistic minorities at the primary stage, if there are 40 pupils in a school or 10 in a class.

131. There are orders for opening registers in primary schools for advance registration of linguistic minority pupils desirous to have instruction in the mother-tongue, and instructions have also been issued for inter-school adjustment of pupils, wherever practicable, so that the maximum number of students can have instruction through their mother-tongue. Earlier reports received from the State Government indicated the progress in actual opening of advance registers in primary schools. Reports about further progress are awaited.

132. The State Government have not agreed to issue orders to ensure that facilities for instruction in minority languages as existing on 1st November 1956 will not be reduced.

133. The statistical data of educational facilities in minority languages are yet to be furnished by the State Government for 1964-65 and onwards. Without such statistical data, it is not possible to analyse the increase or decrease in the facilities. It will be appreciated if the State Government take action without further delay to supply these figures.

134. According to a report received from the State Government, there are facilities for instruction through the media of Bengali, Ho, Maithili, Munda, Oraon, Oriya, Santhali and Urdu.

135. A complaint was received about lack of facilities for Urdu medium in a middle school at Danapur Cantonment. Investigations revealed that out of a total of 431 students in the school, there were 16 Urdu-speaking students, who were reading Hindi of their own accord. The necessity to appoint an Urdu teacher was not felt.

Secondary Education

136. Earlier, Hindi had been prescribed as the medium of instruction at the secondary stage, with the freedom to linguistic minorities to run their own schools with their monther-tongue as the medium of instruction. Later on in 1967, the Bihar Government reviewed the position and decided to introduce minority languages as media of instruction in Government schools as well, provided there are at least 60 pupils in the top four classes or 15 in a class.

137. For implementation of the above decision, the State Government decided on a phased programme. In the first phase, only the Government schools, in the second phase all non-Government high/higher secondary/post basic schools in the districts of Ranchi, Dhanbad, Singhbhum and Purnea, and in the third phase schools in other districts would be covered. The actual progress achieved in this direction has been sought from the State Government.

138. There are Government orders for advance registration of linguistic minority pupils in secondary schools also.

139. The State Government have not issued orders ensuring that the facilities for instruction in minority languages as existing on 1st November 1956 would continue.

140. In the Three-language Formula being followed in Bihar, there is provision to learn mother-tongue as a language subject.

141. Urdu-speakers complained about non-appointment of Urdu teachers in the Sain Middle School, Patna. Enquiries revealed that the Urdu teachers, who was teaching in the school, gave up teaching in that institution without and information to the school. The Bihar Government, with whom the matter was taken up, assured that they have already taken steps to appoint an Urdu teacher.

142. The complaint about lack of facilities to learn Urdu in the Hardi High School, Muzaffarpur district, in classes VIII to XI was referred to the State Government, who have reported that Urdu is being taught in those classes in the school.

Text-books

143. Bengali and Urdu text-books are available for different subjects for use both at the primary and secondary stages of education. It is reported that books on language subjects and Arithmetic for use at the primary stage are available in Kharia, Ho, Maithili, Oraon, Oriya and Santhali. Languge subject text-books are prescribed for all stages. It has been said that the State-owned Text-book Publishing Corporation will also be taking steps to publish books on different subjects in Oriya. It has been stated by the Bihar Government that in the subjects in which no books in minority languages are prescribed, the pupils have the freedom to use any available book within the limits of syllabus.

Teachers

144. For the primary schools in tribal areas, qualified and trained teachers are not available in adequate number. Hence untrained teachers are also appointed and trained later in the 25 training schools located in the districts of Hazaribagh, Ranchi, Palamau, Singhbhum, Dhanbad and Santhal Parganas. As regards other minority languages, no shortage of teachers has been felt.

145. The State Government feel that there is no need for separate training institutions for secondary school teachers belonging to different linguistic groups, because the principles of training are the same for all and the candidates knowing minority languages will be benefited by learning in the common training schools.

146. The request for starting Urdu (principal) in St. Columbia's College, Hazaribagh, was taken up with Ranchi University. The latter permitted the teaching of Urdu (principal) up to degree I class on a provisional basis in the said college from the 1968-69 session.

147. During the period under Report, several complaints were received from Bangali-speakers of Bihar. These pertain to inadequate facilities for instruction through Bengali at the secondary stage, supply of question papers in Bengali, employment of properly qualified Bengali examiners and adequate grants-in-aid. A demand was also received about teaching of Bengali as a method subject in the Women's College for Training, Patna. These issues have been taken up with the State Government.

148. A few complaints of Bengali-speakers, which were referred to the State Government, have been lying with them for more than two years.

Use of Minority Languages for Official Purposes

149. Hindi is the official language of the State. The State Government have accepted in principle the decision to publish important Government notices, rules etc., in minority languages in the areas where a linguistic minority contitutes 15 per cent or more of the population. But according to the available information, the State Government have not yet prepared a list of such areas. It is desirable that such a list is prepared without further delay, so that important rules, notices, etc., may be published in minority languages also for the benefit of the speakers of such languages.

150. The State Government have also accepted the decision in principle to publish translations of the substance of important laws, rules, regulations, etc., in minority languages. But it appears that action for actual publication of such matter is yet to be taken by the State Government.

151. It has been stated that steps have been taken to reply to represen-tions received from public in the same languages, wherever possible.

152. Urdu-speakers stated that under the Industrial Employment (Standing Orders) Act, it was essential for all industrial undertakings, firstly to frame their standing orders governing their employees, and under the rules thus framed, these standing orders are to be published in English, Hindi and Urdu. According to the notification for a proposed amendment, the word Urdu was to be deleted from the said rules. The issue was taken up with the Bihar Government, who stated that the Labour and Employment Department had proposed amendment in respect of Rule 16 of the Industrial Employment Act, which was published in the State Gazette to elicit public opinion on the proposed amendment. Since some objections were received in this regard, the Labour Advisory Board had to discuss this matter with the representatives of the labour and the management and no date had been fixed for holding the meeting. A decision would be taken after these discussions only.

153. The demand for 30 minutes' daily programme in Bengali from Patna, Bhagalpur and Ranchi stations of All-India Radio, has been brought to the notice of the Ministry of Information and Broadcasting, Government of India.

Recruitment to State Services

154. In Augst 1967, the Bihar Government took a decision that in the Combined Competitive Examination held by the Bihar Public Service Commission and in all competitive examinations conducted by departments of

Government for recruitment to various non-technical posts, there shall be a compulsory paper in Hindi.

155. As the decision of the State Government for introduction of the qualification in Hindi is not in consonance with the decision of the Chief Ministers' Conference on the subject, the State Government have requested to reconsider the matter, so that language may not be bar in recruitment to State Services.

156. An Oriya-knowing clerk working in the Sub-Registry Office at Seraikella was refused regular employment in the Registration office of Singhbhum district. Investigations revealed that according to a decision of the Bihar Government, 25 per cent of the vacancies of clerks in the Registration Department should be reserved for being filled up by extra clerks of the Department who are within 30 years of age. As the concerned clerk was above 30 years, the proposal for condonation of his age was rejected.

Machinery for Implementation of Safeguards

157. The Deputy Secretary in the Political (Special) Department functions as the linguistic minority officer under the direct control of the Chief Secretary. At the district level, coordination of work relating to the safeguards for linguistic minorities is with the Collectors.

158. The Bihar Government are not agreeable to publish a pamphlet detailing the safeguards for linguistic minorities available in the State.

GUJARAT

159. According to the 1961 Census, the total population of Gujarat is 2,06,33,350. Gujarati-speakers constitute 90.50 per cent. The speakers of Urdu, Sindhi, Bhili and Marathi constitute 2.88, 2.42, 1.34 and 1.01 per cent respectively.

Primary Education

160. Facilities are provided for instruction in minority languages, when 10 pupils in a class or 40 in a school are desirous to have instruction through the mother-tongue. Instructions have been issued to open registers in all primary schools for advance registration of linguistic minority pupils. The Gujarat Government have also assured that, whenever necessary, there will be no difficulty in making inter-school adjustments for providing facilities in the mother-tongue to the maximum number of pupils.

161. The State Government have agreed to ascertain the school facilities for imparting instruction through minority languages at the primary and secondary stages of education, as existing on 1st November 1956 and to continue them without diminution except under specific orders of the State Government. They have also agreed to provide additional facilities, wherever necessary.

162. The State Government have furnished statistical data up to 1967-68. There are facilities for instruction through Hindi, Malayalam, Marathi, Sindhi, Tamil, Telugu and Urdu.

163. *Hindi.*—The number of Hindi medium schools came down to 49 from 51 of the previous year, whereas the number of sections went up to 6

from 1. The number of students and teachers went up to 16,423 and 407 from 15,095 and 387, respectively.

164. *Malayalam*—There was 1 Malayalam medium school with 4 teachers as in the previous year, but the strength of students rose to 102 from 82.

165. *Marathi*—The number of Marathi medium schools came steeply down to 67 from 195 of the previous year, but the number of sections rose to 11 from 1. The number of students and teachers came down to 16,514 and 451 from 22,992 and 606, respectively.

166. *Sindhi*—The number of Sindhi medium schools rose to 73 from 65 of the previous year, but the number of sections came down to 6 from 10. The number of students and teachers rose to 26,136 and 602 from 23,117 and 483, respectively.

167. *Tamil*—The number of Tamil medium schools remained 5 as in the previous year, but the number of students and teachers rose to 1,192 and 34 from 1,161 and 32, respectively.

168. *Telugu*—The number of Telugu medium schools, students and teachers rose to 3,683 and 16 from 2, 644 and 15, respectively of the previous year.

169. *Urdu*—The number of Urdu medium schools, sections and students rose to 133,21 and 40,038 from 116,13 and 36,110, respectively of the previous year.

170. The causes of the decrease in the number of schools/sections in Hindi, Marathi and Sindhi are under investigation. Investigations were also made about a specific complaint of reduction in the number of Marathi schools from 26 to 6. It was revealed that the entire Surat district, of which the present Bulsar district was formerly a part, had 26 Marathi schools whereas in the newly formed Bulsar district, there were 16 Marathi schools. As the number of students in these schools was progressively going down, 10 schools had to be closed after the Taluka Education Committee had passed a resolution to that effect.

171. The issue of providing instruction through Sindhi in the Arabic script in the Port Trust school at Gopalpuri, was taken up with the Ministry of Transport and Shipping, Government of India, who have reported that teaching of Sindhi language through Arabic script in the first primary class of the Gopalpuri school has already been commenced from July 1968. It has also been stated that Sindhi in Arabic script has also been started in the first primary class of the Kandla School and a separate teacher for the purpose has been appointed.

Secondary Education

172. There is provision for instruction through the minority languages at the secondary stage, if there is a minimum strength of 60 pupils in the last four classes of the higher secondary stage and 15 pupils in each class, desirous to have instruction in the mother-tongue.

173. The Government have issued orders for maintaining registers in secondary schools for advance registration of linguistic minority pupils,

but reports about implementation of the orders regarding maintaining advance registers both at the primary and the secondary schools are awaited.

174. There are facilities for imparting instruction at the secondary stage through the media of Hindi, Marathi, Sindhi and Urdu. Statistical data of 1967-68 have been furnished and analysed below, and wherever decreases have been noticed, the causes are under investigation :—

175. *Hindi*—The number of Hindi medium schools came down to 13 from 15 of the previous year. One Hindi medium section was started in 1967-68, while there was no such section in the previous year. The number of students rose to 3,726 from 3,303.

176. *Marathi*—The number of Marathi medium schools came down to 11 from 12 of the previous year, while the number of sections rose to 2 from 1. The strength of students also rose to 5,299 from 4,753. The number of sections teaching Marathi as a language subject went up to 3 from 1. The overall strength of teachers registered a rise to 162 from 155.

177. *Sindhi*—The number of Sindhi medium secondary schools, sections and students rose to 12, 10 and 5,125 from 9, 1 and 5,114, respectively. There were 6 sections teaching Sindhi as a language subject to 179 students. The overall strength of teachers rose to 174 from 160.

178. *Urdu*—There were 10 Urdu medium schools with 1,401 students as compared to 2 Urdu medium sections with 1,915 students in the previous year.

179. There is provision to learn the mother-tongue in the Three-language Formula.

180. A complaint was received that the linguistic minority students at the secondary stage of education had no choice but to learn Sanskrit as a second language much against their desire. The Gujarat Government have stated that there are facilities in a few schools for teaching any of the classical languages, *i.e.*, Persian, French or other modern languages, as an alternative to Sanskrit, and a pupil also has the option to take the language of his choice and study privately. If sufficient number of pupils come forward, the schools may make arrangements for teaching of such languages. But the schools cannot be compelled to make these arrangements as an alternative to the teaching of Sanskrit, if, say, less than 5 pupils only offer themselves for such modern languages. The schools have also been permitted to provide training facilities in music, typewriting and stenography as substitutes for classical languages.

Text-books

181. Text-books for use at the primary stage of education have been prescribed in Hindi, Marathi, Kannada, Sindhi and Urdu. Books on language as well as other subjects are also available. At the secondary stage of education, text-books on different subjects in Marathi, Sindhi (Arabic script) and Urdu are available for use by the linguistic minority pupils. Where books have not been approved for any language group, the books approved in other States are permitted to be used by the students.

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182. When the Commissioner visited Gujarat in March 1969, speakers of Punjabi, Urdu and Sindhi met her. The Punjabi-speakers at Gandhidham informed that they have no grievance concerning education of their children. The Urdu-speakers put forward a demand for starting one Urdu medium High School in each district in Gujarat. They also stated that syllabus for S.S.C. examination published by the Secondary Board of Education should be printed in Urdu language also; and provision should be made for training P.S.C. teachers in Urdu training colleges. The other complaint referred to by them relates to the standard of text-books in Urdu and the standard of teaching Urdu language.

183. The most important point referred to by the Sindhi-speakers before the Commissioner relates to the question of script for Sindhi. One section of the Sindhi-speakers preferred Arabic script while the other section was in favour of Devanagari script. Arguments for and against the respective scripts were advanced by them. The Commissioner told the representatives that the dispute over the script should be decided by the Sindhis themselves. It is revealed from the list of text-books prescribed that more text-books in Arabic script are available both for primary and secondary classes.

184. The Sindhi-speakers of Gandhidham also complained before the Commissioner that applications written in Sindhi were replied to in Gujarati. They requested that if replies could not be given in Sindhi, they might be given in Hindi.

185. Another important complaint put before the Commissioner related to S.S.C. examination. It was mentioned that pupils taking up lower Punjabi and Marathi of the Gujarat Board were required to take their examination at Ahmedabad only. In this connection they referred to the case of two pupils of Maitrei School, Gandhidham who had to go all the way to Ahmedabad to take examination in lower Punjabi. It is felt that some arrangements may be made to alleviate the hardship of these pupils.

186. The above and other points brought to the notice of the Commissioner during her visit to Gujarat have been brought to the notice of the State Government for necessary action.

Teachers

187. The Gujarat Government have reported that generally there is no shortage of teachers competent to teach through minority languages both at the primary and secondary stages of education. Special classes are being run at the Government Primary Teachers' Training Institutions in the State for teachers of Marathi, Sindhi and Urdu medium schools. There are also no separate training institutions for teachers for teaching linguistic minorities at the secondary stage. But the teachers avail of the training facilities at Secondary Teachers' Training Colleges where one class each for Marathi, Sindhi and Urdu teachers are opened, whenever necessary. As far as possible, teachers knowing local languages are appointed in schools in tribal areas.

Use of Minority Languages for Official Purposes

188. Gujarati and Hindi with the Devanagari script are used for official purposes. In the Baroda municipal area, Marathi-speakers constitute 15

per cent or more of the population. In the Gandhidham municipal area (Kutch district) and Bentwa Nagar Panchayat area and Kutiana Nagar Panchayat area (Junagadh district), Sindhi-speakers constitute 15 per cent or more of the population.

189. There are orders to ensure that important Government notices and rules are to be published in Marathi and Sindhi in the concerned areas. On being asked to furnish statistical data of the documents which have been published in minority languages, the State Government have said that the linguistic minorities in the above-mentioned areas are conversant with the regional language or English. Hence there are rare occasions when translations in minority languages are required. However, the State Government have added that the Collectors concerned are being asked to submit statistical details, if any.

190. No translation bureau as such has been set up at the State headquarters for publishing the translation of the substance of important laws, regulations, etc., into minority languages, but instructions exist to take necessary action in the areas where such facilities are to be made available. There are some arrangements at the State headquarters for translation of Acts, laws, etc., into the regional language, Hindi and English, according to the needs.

191. About the feasibility of publication of the substance of important laws, rules, regulations, etc., in Kachchhi in Kutch district, the State Government feel that Kachchhi being merely a dialect with no script of its own, it is not possible to extend those facilities in that dialect.

192. Applications received from the public, written in Gujarati, Hindi or in English, but signed in Gujarati or Hindi are replied to in the language in which they are signed. Petitions in Urdu are replied to in Hindi.

193. When the Commissioner visited Gandhidham in March 1969, a demand was put forth that in the programmes broadcast from the A.I.R.'s Bhuj Station, Kachchhi should get its due share. The Ministry of Information and Broadcasting, with whom the issue was taken up have stated that with the installation of a more powerful transmitter at Bhuj, some changes in the programme pattern of the Station will be introduced and this will inevitably result in greater emphasis being laid on the programmes of the Bhuj Station on the culture and the folk literature of the region. It may even be possible to increase the quantum of programmes in Kachchhi and Sindhi.

194. The Sindhi-speakers also made a demand that All-India Radio Station, Rajkot may broadcast a programme in Sindhi. The matter was accordingly taken up with the Ministry of Information and Broadcasting who informed that when the super-power transmitter under construction in Rajkot is completed, it will be possible to include a programme in Sindhi language.

195. About the demand of Sindhi-speakers for circular letters in English containing terms and instructions to linguistic minority institutions, the State Government have stated that the S.S.C. Examination Board issues some of the important circulars regarding lists of text-books, amendments,

regulations, etc., in English to the schools having media other than Gujarati. They have added that it is not feasible to do so in the case of all the circulars of a general nature.

Recruitment to State Services

196. Proficiency in the regional language is not a prerequisite for recruitment to State Services. Selected persons are expected to attain proficiency in the regional language within a specified period. The media of examinations for recruitment are English and Gujarati. Hindi is also a medium in some examinations for recruitment.

Machinery for Implementation of Safeguards

197. The State Government feel that arrangements are not considered necessary to appoint a linguistic minority officer in view of the small number of linguistic minorities. A Deputy Secretary in General Administration Department is entrusted with this work. At district level, Collectors and Heads of Departments concerned are responsible for the safeguards of linguistic minorities.

198. A pamphlet detailing the safeguards available to linguistic minorities in the State has been brought out by the State Government in English, Hindi, Marathi, Sindhi and Urdu.

HARYANA

199. From the report of the Census of 1961 for the State of Punjab, it has not been possible to determine actually the population of the areas which now constitute the State of Haryana. However, according to a report received from the State Government, Haryana has a population of 75,90,543. Of this, the Hindi-speakers constitute 88.68 per cent, and the speakers of Punjabi and Urdu constitute 8.12 and 2.77 per cent respectively.

Education (Primary and Secondary)

200. According to the earlier decision of the Haryana Government, Hindi was to be the medium of instruction at the primary stage in Government/recognised/private schools. Similarly, at the secondary stage, Hindi was to be the medium of instruction. Provided that the stipulated number of pupils are available. Punjabi and Urdu could be offered as languages both at the primary and secondary stages.

201. As the above policy of the State Government was not in consonance with the all-India accepted principles, the Commissioner discussed the matter with the Chief Minister in August 1968 and stressed the need for provision of facilities for instruction through the mother-tongue/minority language at the primary and secondary stages of education according to the agreed scheme of safeguards for linguistic minority groups.

202. The Haryana Government, on reconsideration of the issue, decided that the media of instruction as existed immediately before the reorganisation of Punjab may be continued in the private and recognised schools. By this arrangement, it has been conceded that wherever Punjabi was the medium of instruction in the erstwhile State of Punjab in private and recognised schools, they may continue the same facilities now also.

203. According to the statistics furnished by the State Government for 1966-67, there was no primary school where minority language was used as the medium of instruction. In the statistics for 1967-68, however, 85 primary schools were shown as imparting instruction through Punjabi.

204. On a complaint by the Punjabi-speakers regarding teaching of Punjabi in schools, the State Government asserted that there is provision for teaching Punjabi wherever the stipulated number of students are available.

205. On the demand for regularisation of the post of Punjabi teachers, the Haryana Government have stated that there is dearth of qualified Punjabi teachers and they have relaxed the qualification requirements.

206. The Government have issued orders for advance registration of linguistic minority pupils both at the primary and secondary stages of education. The State Government have also reported that registers have actually been opened in most of the schools in the State.

207. The Three-language Formula that is being implemented in Haryana provides for the study of Punjabi, Urdu or Sanskrit as a third language. The Commissioner was informed by the Chief Minister that facilities for teaching of a South Indian language was also likely to be arranged.

Text-books and Teachers

208. Text-books in different subjects in Punjabi and Urdu are available for primary and secondary classes. There is no shortage of teachers for teaching the minority languages. There is no separate institution to train teachers in minority languages. However, there is a compulsory paper on methods of teaching mother-tongue (Hindi and Punjabi) in the Junior Basic Training syllabus.

Use of Minority Languages for Official Purposes

209. The official language of Haryana is Hindi. Orders have been issued to the effect that important Government orders, notices and rules, are also to be published in minority languages in the areas where their speakers constitute 15 per cent or more of the population. A list of such areas has been prepared by the State Government.

210. No regular translation bureau has been set up at the State headquarters. Earlier, it was reported that translation facilities in minority languages of the State existed in the Language Department.

211. Arrangements have been made to send replies, whenever possible, to representations received in Punjabi and Urdu in the same languages at district level.

Recruitment to State Services

212. English continues to be the medium of examinations for recruitment to services conducted by the Haryana Public Service Commission. Proficiency in the regional language, namely Hindi, is a prerequisite for recruitment to public services. The prescription of the language qualification is not in consonance with the decision of the Chief Ministers' Confer-

ence. The Chief Minister has informed the Commissioner that the matter was under consideration at the highest level and a decision in the matter would be taken soon.

Machinery for Implementation of Safeguards

213. There is a specific cell with every District Education Officer, who coordinates the required information regarding facilities for safeguards for linguistic minorities and passes it on to the Assistant Drector, Socal Education, Office of the Director of Public Instruction, Haryana. The Assistant Director has been appointed by the State Government as the Special Officer for Linguistic Minorities.

214. During the Commissioner's visit to Haryana, the need for publication of a pamphlet giving information about the safeguards for linguistic minorities was stressed upon. It has been recently reported by the State Government that a pamphlet in Hindi giving information about safeguards is being published soon. It is felt that the State Government may also take action for publication of such pamphlets in Punjabi and Urdu.

JAMMU AND KASHMIR

215. According to the 1961 Census, Jammu and Kashmir has a population of 35,60,976. The more important languages/dialects according to the numerical strength of their speakers are Kashmiri, Dogri, Pahari unspecified, Gojri, Punjabi and Ladakhi which are spoken by 54.42, 24.41, 6.84, 5.88, 3.06 and 1.48 per cent respectively of the population.

Primary Education

216. Simple Urdu in Persian and Devanagari scripts is the medium of instruction in primary schools. The State Government have issued instructions that a teacher should explain the lessons in the dialect which the children use in the locality, even though books are written in simple Urdu in Persian and Devanagari scripts. The State Government decided to introduce minority languages as language subjects only and not as media of instruction due to lack of text-books and properly developed scripts. A provision has been made for the linguistic minorities to read in their mother-tongue provided the number of pupils is not less than 20 in a class. For this purpose, instructions have been issued to open registers for advance registration of pupils in some selected areas, deemed to be minority pockets in the State.

217. It was pointed out to the State Government that the above provision falls short of the agreed scheme of safeguards for linguistic minorities with regard to instruction through the mother-tongue. The State Government replied that the scheme is under consideration and will be implemented at the proper time.

Secondary Education

218. English is the medium of instruction at the secondary stage. Social studies can be learnt through the media of Urdu, Hindi or Punjabi. The Three-language Formula is not being implemented, and pupils are to learn English and simple Urdu (in Persian or Devanagari script).

219. According to the State Government, text-books in minority languages are not available and efforts are being made to develop scripts and write books for the primary stage of education. With regard to text-books in Punjabi which has a substantial number of speakers in the State, it is felt that there may be no difficulty in procuring them.

220. According to the report by the State Government, there is no shortage of teachers to explain the lessons in the dialects which are understood by the pupils and preference is given to the local candidates who know the language of the area. There is also a provision of short orientation course for teachers to teach Kashmiri and Dogri.

221. Adequate steps may also be taken by the State Government early so that the linguistic minorities in the State may get the facilities of having instruction through their mother-tongue according to the all-India policy decision in the matter.

Use of Minority Languages for Official Purposes

222. The official language of Jammu and Kashmir is Urdu. The State Government have prepared a list of the districts where 60 per cent of the population speak a language other than the official language of the State. Another list has also been prepared about the areas where a linguistic minority constitutes 15 per cent or more of the population. However, the facilities for publication of important Government rules, notices, etc., in minority languages are not available, nor have the languages spoken by 60 per cent or more of the population in a district been recognised as official languages in these districts. The State Government's view is that Kashmiri, Dogri and Ladakhi are not developed enough to be used for official purposes and it will take some time before notices, rules, etc., could be issued in these languages. No Translation Bureau has yet been set up at the State headquarters.

223. As there are some areas in the State where Punjabi-speakers constitute 15 per cent or more of the population and as Punjabi is a developed language, the State Government have been requested to consider issuing of important rules, notices, etc., in Punjabi.

224. Replies to representations from the public are at present given in English and Urdu.

Recruitment to State Services

225. English continues to be the medium of examinations for recruitment to State services. It appears that proficiency in the regional language is not insisted upon as a prerequisite for recruitment. The State Government have been requested to intimate at what stage persons recruited to State Public Services are required to qualify in simple Urdu (Persian or Devanagari script). The Public Employment (Requirement as to Residence) Act, 1957 is not applicable to the State of Jammu and Kashmir. The permanent residents of the State are preferred for appointment to public services.

Machinery for Implementation of Safeguards

226. An Officer on Special Duty in the Education Department has been designated as Officer-in-Charge of Linguistic Minorities of the State. At the district level, no such officer has yet been designated.

227. It has been said by the State Government that because minority languages are yet to be introduced as media of instruction, a pamphlet giving information about the safeguards provided for linguistic minorities in the State has not been published so far.

KERALA

228. According to the 1961 Census, the total population of Kerala is 1,69,03,715. The speakers of Malayalam and Tamil constitute 95.04 and 3.12 per cent respectively.

Primary Education

229. The State Government have made provision for imparting instruction at the primary stage through a mother-tongue if there is a minimum strength of 10 pupils in a class or an aggregate of 40 in the lower primary section and 10 pupils in a class or an aggregate of 30 in the upper primary section.

230. The State Government have issued orders for maintenance of registers in all primary schools for advance registration of linguistic minority pupils. It has been reported that registers have been opened in more than 60 per cent of the schools and the rest would be completed by the end of the year 1968-69. Wherever possible, inter-school adjustments of linguistic minority pupils are made so that the maximum number of pupils may have instruction through the mother-tongue.

231. The Govrenment have taken steps to provide instruction through the minority languages of Tamil and Kannada.

232. *Kannada*—The number of primary schools imparting instruction through Kannada went down to 127 from 153 in 1967-68, whereas the number of sections went up to 37 from 21. The number of students went up to 27,100 from 26,769.

233. *Tamil*—The number of schools imparting instruction through Tamil remained 42 as in the previous year, but the number of sections went up to 375 from 309. The number of students came down to 17,438 from 18,964.

234. The demand for opening a Tamil division in the Fort Lower Primary School, Trivandrum, was taken up with the Kerala Government. They have stated that there are parallel Tamil divisions in the primary sections in the nearby L. P. Schools at Puthenchantha and Nanthavanam and the S.H.L.P. School, and these schools will be sufficient to meet the present requirements. It has been further stated that the minimum number of pupils for Tamil medium division are not available in the Fort Lower Primary School, and the question can be taken up again when sufficient number of Tamil pupils becomes available.

235. On the demands of Konkani-speakers for introducing their mother-tongue at the primary stage of education, the State Government have allowed teaching of Konkani as an additional language in the T.D.L.P.

School and the T.D. Girls' Primary School is the Cochin area in 1968-69. The State Government are not agreeable to give financial assistance for teaching Konkani. They have added that the State Government will be prepared to consider the request when the language is introduced as a medium of instruction.

Secondary Education

236. Provision has been made in the Kerala Educational Rules that facilities will be provided for imparting instruction through a minority language provided there is a minimum of 15 pupils in a class or 45 in the aggregate in classes VIII to X, desirous to have instruction through the mother-tongue. The State Government have issued order for opening of registers for advance registration of linguistic minority pupils at the secondary stage of education as well.

237. The State Government have provided facilities for instruction at the secondary stage through Kannada and Tamil.

238. *Kannada*—In 1968-69, the number of schools imparting instruction through Kannada came down to 12 from 18 of the previous year. Similarly, the number of sections also came down to 8 from 18. But the number of students went up to 6,744 from 5,958 and the number of teachers also went up to 255 from 219.

239. *Tamil*—In 1968-69 the number of Tamil medium schools and sections went down to 8 and 120 from 10 and 128 respectively. The number of students came down to 4,063 from 4,956. The number of sections teaching Tamil as a language subject and students came down to 35 and 1,492 from 56 and 2,695, respectively, but the number of schools remained 9 as in the previous year. The overall strength of teachers also declined to 176 from 180 of the previous year. Investigations are being made to find out the reasons for the decrease in the number of schools, sections and teachers both at the primary and secondary stages.

240. Instructions have been issued by the State Government that the facilities for instruction through minority languages at the primary and secondary stages of education as existed on 1st November 1956 are to be continued without diminution and no reduction in the facilities is to be made except under specific orders. Additional facilities are to be provided.

241. The Three-language Formula is being followed in Kerala and facilities are available to learn the mother-tongue.

Text-books

242. It has been reported that text-books are available in languages for all standards from I to VII and standards V to VII in the core subjects, and for all subjects from standards VIII to X.

Teachers

243. There are Tamil medium training sections in two training schools and a Kannada medium training section in one training school. Earlier, it was reported by the State Government that there was some shortage of Kannada and Tamil teachers. It seems that later on the situation improved. The State Government are also taking steps to appoint Kannada and Tamil teachers on contract basis. From the tribal areas, no complaints have been reported regarding lack of knowledge of the tribal dialects by teachers working there.

244. A demand was put forth by the Konkani Bhasha Prachar Sabha, Cochin, for providing a seat for a Konkani-speaker in the Kerala University Senate. It has been found that the Kerala University Act does not provide for any representation in the Kerala University Senate to any minority language community.

245. The Chittoor Tamil Sangam, Palghat district, made a plea for starting post-graduate course in Tamil in the Government College, Chittoor. In Chittoor, there is a concentration of Tamil-speakers. The issue was taken up with the Kerala Government, who have stated that the State Director of Collegiate Education has been directed to take up the matter with Calicut University to obtain sanction for starting M.A. course in Tamil in the Government College, Chittoor, from the academic year 1969-70.

Use of Minority Languages for Official Purposes

246. Though in some departments of the State Government, Malayalam has been adopted as the official language, English continues to be the official language of the State.

247. A Translation Bureau has not been set up at the State headquarters, but the Translation Wing in the Law Department attends to all important translation work in minority languages. So far, 20 Acts and 11 notifications were translated into Tamil and 19 Acts and 1 Rule were translated into Kannada during the period from July 1968 to April 1969.

248. The State Government have issued orders that important Government notices, rules, etc., should be published in Tamil also in concerned areas.

249. It has, however, been found that out of the 12 notices, rules, etc., published in Peermade, Devicolam and Udumbanchola taluks from 1st July 1968 to 30th April 1969, none had been published in Tamil. The reason given by the District Magistrate. Kottayam, for non-publication is that no member of the staff is able to read and write in Tamil. The attention of the Kerala Government has been invited to their orders that notices should be published in the respective minority languages also in the areas where 15 per cent or more of the population speak a language other than the regional language, and that an endeavour should be made to secure, in so far as this may be found practicable, that officers posted to work in such areas should be persons who possess an adequate knowledge of the minority language.

250. The State Government have prescribed a compulsory test in minority language (Tamil or Kannada) for all officers (other than Tamilians and Kannadigas) working in linguistic minority areas. An incentive of 20 per cent of the basic pay subject to a maximum of Rs. 25/- per mensem has been sanctioned to such of the officers who qualify in the test.

251. The State Government have said that no formal orders declaring the local areas in respect of Kannada have been issued, but the facilities allowed to the linguistic minorities have been extended to Kannada-speakers in Kasargod taluk.

252. Instructions have been issued by the State Government that replies to petitions received in Tamil and Kannada should be given in the respective languages.

253. The Konkani Bhasha Prachar Sabha, Cochin, made a demand for inclusion of Konkani in the Eighth Schedule of the Constitution. The considered view of the Government of India is that in the wider national interest, the Eighth Schedule should not be enlarged further.

254. A demand was made for more coverage to Konkani programmes from the A.I.R. stations in Kerala. The Director-General, All-India Radio, has stated that it is not possible to agree to the demand because the number of Konkani-speaking listeners are not sufficient and a few that are there are scattered all over the State. It will not be possible to serve them from either of the two Radio stations in the State. He has added that compared to other linguistic minorities in the State, the Konkani-speaking listeners do not qualify for any such priority.

255. The complaint about publication of notifications and orders by the Kerala Public Service Commission in Malayalam only causing hardships to the linguistic minorities was enquired into. According to the procedure followed by the Kerala Public Service Commission, all notifications inviting applications for gazetted and non-gazetted posts are published in Malayalam in the Kerala Gazette. If applications are expected from candidates outside the State, the notifications are also published in English. The substance of the notifications giving particulars regarding qualifications, age, number of vacancies, etc., is published in Malayalam. Such notifications are also published in Tamil and Kannada dailies having wide circulation in the Tamil and Kannada-speaking areas. The same procedure is followed with suitable changes in the case of recruitment to posts through District Recruitment Boards. In cases of selections made after conducting competitive examinations, however, short notices in Tamil and Kannada dailies were not published by the Public Service Commission.

256. Taking into consideration the interest of the linguistic minorities in the State, the Kerala Public Service Commission have decided that the same procedure as in the case of recruitment will be followed in the cases of examinations also. Accordingly, the Public Service Commission have assured that short notices will be published in Malayalam, Tamil and Kannada in future in all cases, where competitive examinations are conducted for recruitment.

Recruitment to State Services

257. English and Malayalam are media of examinations for recruitment to State Services. It has also been stated by the Kerala Government that whenever recruitment tests are conducted in Malayalam by the Kerala Public Service Commission, option is given to take the examinations in minority languages as well. Proficiency in the regional language is not a pre-requisite for recruitment to public services.

258. The candidates who take the recruitment tests in a language other than Malayalam, will be required to pass the language test within a maximum period of four years.

259. A Member of the Legislative Assembly, Kerala, complained that out of the 17 candidates selected for the post of village officials in Kasargod taluk, only two Kannada-knowing candidates were selected, though there were five such applicants out of a total of 140. He added that the selected persons were to work in an area, where there was concentration

of Kannada-speakers. Investigations revealed that during January and February 1969, selections for some temporary posts of Village Assistants were made by the Revenue Divisional Officer, Kasargod. Seventy-seven candidates were interviewed on 16th January 1969 for 29 posts of Village Assistants. Out of them, there were two Kannada-knowing candidates. One Kannada-knowing candidate and 28 other were selected. Similarly, on 11th February 1969, 103 candidates were interviewed for 23 posts of Special Village Assistants. Out of them three were Kannada-knowing candidates. One Kannada-knowing person and ten others were selected. Thus out of the five Kannada-knowing persons sponsored by the Employment Exchange, two were selected. The vacancies were not in Kasargod taluk alone. The selection was made subject to fitness only and there appears to be no discrimination against Kannada-knowing persons.

Machinery for Implementation of Safeguards

260. A State level committee to deal with the problems of linguistic minorities has been constituted. The Chief Minister is the Chairman and several MLAs are members of the committee. The Konkani Bhasha Prachar Sabha represented that a Konkani representative should also be included in the Committee. The issue was taken up with the Kerala Government, who have stated that the Committee for Linguistic Minorities constituted by the State Government consists of only elected representatives of the linguistic minority areas and the State Government do not consider it necessary to expand the Committee by nominating representatives of associations, which claim to represent the interest of various language groups.

261. The responsibility for co-ordination of work relating to National Integration (including safeguards for linguistic minorities) has been assumed by the Chief Minister who is assisted in this task by the Chief Secretary.

262. The Joint Secretary, Public Department, is the Linguistic Minority Officer. The District Collectors are in overall charge of the work regarding safeguards for linguistic minorities at the district level.

263. Pamphlets giving information about the safeguards provided for liguistic minorities in the State have been published in English, Malayalam, Tamil and Kannada.

MADHYA PRADESH

264. According to the 1961 Census, the total population of Madhya Pardesh is 3,23,72,408. Hindi-speakers constitute 78.07 per cent. The speakers of Rajasthani, Marathi, Gondi, Bhili, Urdu and Oriya constitute 4.98, 3.89, 3.23, 2.70, 2.29 and 1.75 per cent respectively.

Primary Education

265. According to the State Government orders on the subject, facilities for instruction through the languages mentioned in the Eighth Schedule of the Constitution are to be provided whenever the stipulated number of pupils are available. As the tribal languages used in the State are not included in the Eighth Schedule, the State Government were requested to modify their orders so that these could also be used as media of instruction, whenever necessary.

266. Recently, the Madhya Pradesh Government have stated that instruction has been started in Media, one of the tribal dialects. They have added that five more tribal dialects have been recognised as media of instruction at the primary stage and efforts are being made to teach tribal students through these dialects from the next academic session.

267. In view of the position stated in the preceding paragraph, it is felt that the State Government could now revise their earlier orders about the languages which can be used as media of instruction at the primary stage.

268. There are Government orders for maintenance of registers for advance registration of linguistic minority pupils. Actual progress made in the opening of advance registers in primary schools has been intimated by the State Government. There are orders for inter-school adjustment of pupils, wherever practicable, to provide facilities for instruction in the mother-tongue to the maximum number of pupils.

269. The State Government have issued orders about non-diminution of facilities for instruction through minority languages as existing on 1st November 1956, and provision of additional facilities, whenever necessary.

270. At the primary stage, question papers are set in those languages in which instruction is imparted to the pupils. In oral examinations also, the same languages are used.

271. The statistical data for 1968-69 are analysed as follows :—

272. *Bengali*—The number of schools imparting instruction through Bengali rose to 55 from 42 of the previous year. The number of section came down to 8 from 17. The number of students and teachers went up to 9,918 and 240 from 3,605 and 135 respectively.

273. *Gujarati*—The number of schools imparting instruction through Gujarati rose to 14 from 13 of the previous year, but there was no section whereas there were 5 such sections in 1967-68. The number of students went up to 3,259 from 3,023 and the number of teachers came down to 83 from 88.

274. *Malayalam*—There was 1 school imparting instruction through Malayalam, as in the previous year, though there was a slight increase in the number of students.

275. *Marathi*—The number of schools and sections inparting instruction through Marathi went up to 263 and 47 from 245 and 42 respectively, of the previous year. The number of students and teachers also went up to 36,391 and 1,022 from 33,733 and 995 respectively.

276. *Punjabi*—The number of schools and sections imparting instruction through Punjabi remained 2 and 1 respectively, as in the previous year. The number of students went up to 700 from 549.

277. *Sindhi*—The number of schools and sections imparting instruction through Sindhi went up to 37 and 112 from 35 and 50 respectively, of the previous year. The number of students and teachers also went up to 12,210 and 296 from 11,500 and 279 respectively.

278. *Telugu*—There was 1 school imparting instruction through Telugu, as in the previous year.

279. *Urdu*—The number of schools imparting instruction through Urdu went up to 179 from 175 of the previous year, but the number of sections came down to 168 from 211. The number of students and teachers rose to 40.304 and 1,013 from 39,701 and 1,009 respectively.

280. In February 1969, when the Commissioner visited Bhopal, it was complained that though there was a sizeable number of Urdu-speakers in Bhopal city, there was no primary school imparting instruction through Urdu. The Deputy Secretary (Education) said that there were no demands from the Urdu-speaking people for imparting instruction in Urdu, and advance registers for indicating the choice of the medium of instruction were being maintained in schools. The Commissioner requested the authorities to start a few Urdu medium schools for the benefit of Urdu-speakers. The authorities agreed to look into the matter.

281. At the Government Primary School for girls. Bairagarh, near Bhopal, a demand was made for more teachers knowing Sindhi as this school is a Sindhi medium one. The District Education Officer told the Commissioner that as there were sufficient number of trained Shindhi-knowing teachers, steps would be taken to meet the demand.

Secondary Education

282. The State Government have accepted the principle that provision of facilities for instruction through any language mentioned in the Eighth Schedule will be considered, if *bona fide* requests by a fair number of pupils are received for the same. However, the Madhya Pradesh Government are yet to issue orders to provide facilities for instruction through the mother-tongue of linguistic minorities at the secondary stage according to the agreed formula. It has been brought to the notice of the Commissioner that fixation of the minimum strength of pupils for providing such facilities would involve a heavy expenditure.

283. There is provision for advance registration of linguistic minority pupils desirous to have instruction at the secondary stage of education as well. The progress made in opening such registers has also been intimated by the State Government. The Government have issued orders for non-diminution of the facilities for instruction through minority languages as existing on 1st November 1956.

284. Under the Three-language Formula in the State, only languages mentioned in the Eighth Schedule can be offered as language subjects.

285. At the secondary stage of education, facilities exist for imparting instruction through the minority languages of Bengali, Gujarati, Marathi, Punjabi, Sindhi, Telugu and Urdu. Though question papers are set in Hindi, English, Marathi and Urdu only. students are permitted to answer in the language of instruction. The State Government have said that such arrangements were necessary because of the lesser number of students in other languages and financial difficulties of the Secondary Education Board in printing question papers in all the languages in which instruction is imparted.

286. An analysis of the statistical data for the year 1968-69 is given below :—

287. *Bengali*—The number of schools imparting instruction through Bengali rose to 6 from 5 of the previous year, but the number of sections

remained 31 as before. The number of students rose to 1,518 from 1,426. There were 43 teachers, whereas in the previous year there were 40.

288. *Gujarati*—The number of schools imparting instruction through Gujarati remained 4 as in the previous year, but the number of students went up to 1,319 from 1,089. The number of schools teaching Gujarati as a language subject remained 15 as before; but the number of sections went down to 2 from 3 of the previous year. The number of students rose to 1,863 from 1,597. The overall strength of teachers rose to 55 from 50.

289. *Marathi*—The number of schools and sections imparting instruction through Marathi remained 77 and 66 respectively, as in the previous year, but the number of students rose to 14,754 from 14,638. The number of schools and sections teaching Marathi as a language subject came down to 45 and 34 from 46 and 35 respectively. The number of students was reduced to 3,348 from 3,607. The overall strength of teachers went up to 711 from 702.

290. *Punjabi*—The number of schools imparting instruction through Punjabi rose to 2 from 1 of the previous year, but the number of sections remained 6 as before. The number of schools and sections teaching Punjabi as a language subject rose to 4 and 6 from 3 and 2 respectively. The number of students came down to 660 from 687. The overall strength of teachers rose to 15 from 9.

291. *Sindhi*—The number of schools and sections imparting instruction through Sindhi remained 6 and 3 respectively, but the number of students rose to 1,185 from 1,127. The number of schools teaching Sindhi as a language subject rose to 12 from 11, but the number of sections remained 3 as before. There was a slight increase in the number of students. The number of teachers came down to 74 from 78.

292. *Telugu*—There was 1 school with 3 teachers imparting instruction through Telugu, as in the previous year.

293. *Urdu*—The number of schools imparting instruction through Urdu rose to 43 from 41 of the previous year and the number of sections remained 30, as before. The number of students came down to 7,601 from 8,497. The number of schools teaching Urdu as language subject rose to 173 from 167, but the number of sections reduced from 33 to 24. The number of students came down to 8,346 from 8,382. The overall strength of teachers came down to 568 from 604. The causes of the decrease in facilities both at primary and secondary stages of education have been taken up with the State Government.

294. The request for upgradation of the Urdu medium Quaderai Boys' and Girls' Higher Secondary Schools, Burhanpur, was taken up with the State Government and the latter upgraded both of them as junior colleges.

295. The issue of facilities for offering Urdu, Persian and Arabic in colleges in Khandwa was taken up with the Madhya Pradesh Government, who have reported that due to the very small number of students, it has not been possible to make provision for teaching Urdu, Persian and Arabic in the junior colleges in Khandwa.

296. A demand was made for teaching Sindhi as a language subject at the university stage in Madhya Pradesh. Indore University has decided that the matter regarding inclusion of Sindhi in B.A. and M.A. courses will be considered on receipt of specific requests from any of the affiliated colleges.

297. There was an allegation that although there was a sizeable number of Urdu-speakers in Indore, yet there was no Urdu Boys' or Girls' Higher Secondary School in the city. Investigations have revealed that there are several Boys' and Girls' Higher Secondary Schools around Buxibazar in Indore in which there are facilities for teaching Urdu.

298. The Commissioner visited the Government Girls' Higher Secondary School, Bairagarh, where Sindhi is taught as a language subject. In spite of two shifts, acute shortage of accommodation was noticed, and the State Education Department have agreed to take steps to provide additional accommodation.

299. Marathi-speakers complained that a circular had been issued by the Madhya Pradesh Board of Secondary Education to the effect that from 1969, the question papers would be printed in Hindi and English only, thus denying the facilities which were being enjoyed by the pupils belonging to linguistic minority groups. The issue was taken up with the Madhya Pradesh Government, who have informed that the Board of Secondary Education has taken a decision that in addition to Hindi and English, question papers will be printed in Marathi and Urdu also.

Text-books

300. The Madhya Pradesh Government have reported that text-books for use at the primary stage of education have been prescribed in Marathi and Urdu and the books are easily available in the market. Text-books published in other States in Sindhi are used in the schools in the State. Text-books on language subject in Marathi, Gujarati, Telugu, Sindhi, Punjabi, Bengali and Urdu for use at the secondary stage have also been prescribed.

301. It was encouraging to find text-books in tribal dialects besides Media, such as Hindi-Bhili Book (Dialogue), Hindi-Kurukh Book (Dialogue), Madia-Hindi Bal Bharati Praveshika, and Madia-Hindi Bal Bharati Book I.

302. There was a demand for translation of the nationalised text-books into Marathi. It was also urged that suitable Marathi text-books current in the neighbouring Maharashtra State should be prescribed for use in Madhya Pradesh for the subjects for which only Hindi books have been prescribed. The issue was taken up with the State Government who have informed that the Text-books Corporation will take up the work of translation of text-books into Marathi. Text-books in Marathi will also be approved by the Corporation.

Teachers

303. According to the Madhya Pradesh Government, there is no shortage of teachers competent to teach in minority languages. Steps have been taken to provide training to Gujarati and Sindhi teachers from July 1968 in the B.T.I., Khandwa, and B.T.I., Bijapur (Indore). Earlier, there were facilities for training of Marathi and Urdu teachers at the training institution

at Burhanpur, but now the institution has been amalgamated with the B.T.I., Khandwa. Teachers knowing tribal dialects are appointed in the schools in tribal areas, so that the lessons could be explained to the students properly.

Use of Minority Languages for Official Purposes

304. The official language of the State is Hindi. A list of the districts, tehsils and municipal areas has been prepared by the State Government, where speakers of a minority language constitute 15 per cent or more of the population, and orders have also been issued to the effect that important rules, regulations, notices, etc., should also be published in the concerned minority languages in the areas.

305. The Madhya Pradesh Government have stated that replies to representations is minority languages are not sent in the languages in which these are received. They have added that as Hindi is understood by all the residents in the State, there has been no grievance on this score.

306. According to the available information, a translation bureau has not been set up at the State headquarters for translation of important laws, rules, regulations, etc., in minority languages. The Madhya Pradesh Government have said that there has been no demand for publication of substances of laws, rules, etc., in minority languages.

Recruitment to State Services

307. Hindi and English are the media of examinations for recruitment to State Services. Knowledge of the regional language is not a pre-requisite for entry into State Services, and candidates selected for State Services are required to qualify in the regional language during the period of probation.

Machinery for Implementation of Safeguards

308. The responsibility for coordination of work relating to safeguards for linguistic minorities is with the Chief Minister, who is assisted in this task by the Chief Secretary. The Additional Secretary in the General Administration Department has been nominated to attend to matters pertaining to safeguards for linguistic minorities. At the district level, the responsibility for coordination of work relating to the safeguards for linguistic minorities is with the Collectors.

309. The State Government are not agreeable to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State.

MAHARASHTRA

310. According to the 1961 Census, the total population of Maharashtra is 3,95,53,718. Marathi-speakers constitute 76.55 per cent. The speakers of Urdu, Hindi, Gujarati, Telugu, Kannada, Rajasthani and Bhili constitute 6.89, 3.11, 2.78, 1.62, 1.60, 1.59 and 1.11 per cent respectively.

Primary Education

311. Earlier, facilities were available for instruction through the mother-tongue of linguistic minorities according to the all-India decision on the subject in the Vidarbha and Marathwada regions of Maharashtra. In the western region of Maharashtra, such facilities were provided if 40 or more pupils in a school were desirous of having instruction through the mother-

tongue. In the forest areas of the western region, the same facilities were available if there were 20 or more pupils in a class. The Maharashtra Government were requested to provide uniformly throughout the State the facilities according to the agreed scheme of safeguards. The State Government have recently informed that they have modified the conditions of availability of facilities for instruction through the mother-tongue in the western region of Maharashtra according to the all-India decision on the subject.

312. There are State Government orders for maintenance of registers for advance registration of linguistic minority pupils. The actual progress made in the Bombay and Aurangabad regions has been reported. There are also instructions for inter-school adjustments of pupils, wherever feasible, to provide facilities for instruction through the mother-tongue to the maximum number of pupils.

313. There are facilities for instruction through the minority languages of Bengali, Gujarati, Hindi, Iranian, Kannada, Malayalam, Sindhi, Tamil, Telugu and Urdu. The statistical data of such facilities pertaining to 1968-69 are yet to be received from the State Government.

314. In order to provide facilities for instruction through Konkani, the State Government are taking steps to provide necessary funds to meet the expenditure involved.

315. The complaint about inadequate number of Kannada medium primary schools in Bombay city was enquired into. The Maharashtra Government have stated that there are 45 Kannada medium primary schools in Greater Bombay and no Kannada pupil is left without admission. The State Government have also said that the Bombay Municipal Corporation has been adding parallel sections to schools in different places. The Maharashtra Government have also stated that adequate provision has been made for maintaining Kannada schools in the areas where they are required.

Secondary Education

316. The State Government have issued orders that for instruction through the mother-tongue of linguistic minorities, a minimum strength of 60 pupils in the last four classes of the higher secondary stage and 15 pupils in each class will be necessary, provided that for the first four years a strength of 15 in each class will be sufficient.

317. The Commissioner's suggestion about opening of registers for advance registration of linguistic minority pupils in secondary schools also has been accepted by the Maharashtra Government. Registers have already been opened in some schools in Bombay and Aurangabad regions.

318. The Maharashtra Government are yet to issue orders about non-diminution of facilities for instruction through the mother-tongue of linguistic minorities at the primary and secondary stages of education as existing on 1st November 1956.

319. There are arrangements for instruction at the secondary stage through the media of Bengali, Gujarati, Hindi, Kannada, Sindhi, Tamil, Telugu and Urdu. The statistical data of such facilities existing in 1968-69 are yet to be received from the State Government. It appears that there is provision to learn minority languages at the secondary stage of education.

320. Investigations were made into the complaint about inadequate number of Kannada medium secondary schools and demand for a Kannada secondary school at Goregaon, a suburb of Bombay. It was revealed that there were 19 Kannada medium secondary schools (8 day schools and 11 night schools) in Greater Bombay. The State Government consider that the number is enough to meet the needs of the Kannada pupils. It was also reported that the Bombay Municipal Corporation had already opened a secondary school with Kannada medium at Goregaon.

Text-books

321. Text-books on language subjects are available for use in primary and secondary schools. The State Government have said that text-books on History, Geography, Arithmetic and Science in Gujarati, Hindi, Kannada, Sindhi (in Arabic and Devanagari scripts) and Urdu have been prescribed.

322. The State Government reported about non-availability of Kannada text-books in some subjects. They were considering about the use of the text-books which were on the sanctioned list of the Mysore Government. The State Government have been requested to intimate the progress in the matter. The State Government have also a programme for bringing out text-books in Gujarati, Kannada, Marathi, Sindhi and Urdu for use at the primary stage of education.

Teachers

323. The State Government have said that there is no shortage of teachers for minority language medium schools. It has been said that taking into consideration the number of untrained Sindhi primary teachers, it has not been feasible to have a training institute in the State. Kannada, Telugu and Sindhi teachers are being deputed to other States for training where such facilities are available. There are facilities for training Hindi, Gujarati and Urdu teachers within the State itself. As far as possible, teachers knowing tribal languages are appointed in the schools in tribal areas.

324. With regard to the complaint that Kannada-knowing teachers were not able to get employment because they did not know Marathi, though such persons obtained STC/PTC qualifications in Kannada, the Maharashtra Government have stated that the STC examination itself has since been discontinued.

Use of Minority Languages for Official Purposes

325. In Maharashtra there is no district where a minority language is spoken by 60 per cent or more of the population.

326. The official language of Maharashtra is Marathi. The Maharashtra Government have drawn up a list of the districts, taluks or mahals and municipal towns, where a linguistic minority constitutes 15 per cent or more of the population.

327. Formal orders are yet to be issued that important Government notices, rules, etc., should also be published in the concerned minority languages in these areas.

328. No translation bureau has been set up at the State headquarters. It has been said by the State Government that the work of translation has

been entrusted to the Directorate of Langugaes, and regional offices have been set up at the divisional headquarters for translation work. It appears that the actual work of translating important laws, notices, rules, etc., into minority languages is yet to be started. It has been recently stated by the Maharashtra Government that 12 posts of Language Officers have been created in the Directorate of Languages and the posts would be filled up shortly.

329. Arrangements are yet to be made for sending replies to petitions from the public in the languages in which these are received.

330. Kannada-speakers complained that circular instructions were issued in Marathi only, which caused hardships to them, and they made a demand for appointment of at least one Kannada-knowing clerk in the office of the Zila Parishad, Sholapur. The Maharashtra Government have said that no difficulties were reported to have been experienced by Kannada-knowing teachers, and the State Government feel that when there is one Assistant Deputy Education Inspector for Kannada schools, it is not necessary to appoint a separate Kannada-knowing clerk. They have added that the clerks are generally recruited locally and as the language of the linguistic minority is spoken in border areas, these clerks also know Kannada.

331. With regard to the complaint that applications and evidence in Kannada were refused by Executive and Judicial Departments, the State Government have said that in all parts of the State, English and Marathi are used as court languages, but in some courts in the districts of Sangli and Sholapur, Kannada is also used as a Court language. To suit the convenience of the linguistic minorities, petitions, representations, etc., to Government or to courts are allowed to be made in the minority languages.

Recruitment to State Services

332. The media of examinations for recruitment to State services are Marathi and English. Knowledge of the regional language is not a pre-requisite for entry into services except for the posts of Deputy Collectors, Mamlatdars, etc. Even after several requests were made to the State Government to delete the language qualification and to re-examine the issue by them after the Western Zonal Council meeting held in 1967, the State Government are unwilling to delete the language qualification as, in their opinion, knowledge of Marathi is essential for these posts even during the period of probation. The State Government have added that for other posts, the selected persons are required to pass a test in the regional language within a specified period.

Machinery for Implementation of Safeguards

333. The Maharashtra Government have constituted a high-power committee with the Chief Minister as the Chairman, and with Minister for Education and Minister for Urban Development and Waqfs to look into the matter pertaining to the safeguards for linguistic minorities and national integration. The Chief Secretary works as the Secretary to the Committee. There is also another committee with the Minister of Education as Chairman for attention to educational and allied matters pertaining to the safeguards for linguistic minorities and national integration. The Deputy Secretary General Administration Department, is the linguistic minority officer at the State level. The District Collectors have been designated as linguistic minority officers in the districts.

334. A pamphlet detailing the safeguards for linguistic minorities available in the State is yet to be published by the State Government.

MYSORE

335. According to the 1961 Census, the total population of Mysore State is 2,35,86,772. Kannada-speakers constitute 65.17 per cent. The speakers of Telugu, Urdu, Marathi, Tamil, Tulu, Konkani, Malayalam and Banjari constitute 8.68, 8.63, 4.55, 3.64, 3.60, 2.09, 1.29 and 1.22 per cent respectively.

Primary Education

336. Facilities for instruction in minority languages are provided according to the agreed scheme of safeguards if the stipulated number of pupils are available. The Government have issued orders to open registers in all primary schools for advance registration of linguistic minority pupils and there are also departmental arrangements to ensure maximum facilities by inter-school adjustments of pupils, wherever necessary and practicable. It has also been reported that there has been increase in the facilities for instruction through minority languages from 1st November 1956.

337. There are facilities for imparting of instruction at the primary stage through Gujarati, Hindi, Malayalam, Marathi, Tamil, Telugu and Urdu.

338. The analysis of statistical data for the year 1967-68 is given below :—

339. *Gujarati*—The number of Gujarati medium schools remained 4 with 27 teachers as in the previous year, but the number of students came down to 994 from 1,014.

340. *Hindi*—The number of schools imparting instruction through Hindi remained 11, as in the previous year, but the number of students and teachers went up to 2,104 and 57 from 2,066 and 56, respectively.

341. *Malayalam*—The number of schools and teachers imparting instruction through Malayalam remained 7 and 29 as in the previous year, but the number of students came down to 968 from 1,071.

342. *Marathi*—The number of schools imparting instruction through Marathi and the number of students and teachers therein, came down to 856; 1,19,835 and 3,012 from 858; 1,25,797 and 3,037, respectively.

343. *Tamil*—The number of schools imparting instruction through Tamil and the number of students rose to 236 and 56,609 from 235 and 56,276, respectively. Eleven Tamil medium sections were also started in 1967-68, but the overall number of teachers came down to 1,682 from 1,693.

344. *Telugu*—The number of schools imparting instruction through Telugu and the number of students therein rose to 81 and 16,484 from 79 and teachers respectively, of the previous year. But the number of teachers came down to 425 from 524.

345. *Urdu*—The number of schools imparting instruction through the medium of Urdu and the number of students and teachers therein rose to

2,541; 2,74,533 and 7,028 from 2,537; 2,73,209 and 6,968 respectively.

Secondary Education

346. The State Government have issued orders for instruction through minority languages at the secondary stage according to the all-India decision on the subject. Suitable orders have also been issued regarding opening of advance registers in secondary schools as well as for registration of pupils desirous to have instruction through their mother-tongue. Instructions have been issued regarding continuation of the facilities for instruction through minority languages as existing on 1st November 1956. If any reduction is necessitated, specific orders of the Government are necessary.

347. There are facilities for imparting instruction through Hindi, Marathi, Tamil, Telugu and Urdu. The analysis of the statistical data of 1967-68 is given below :—

348. *Hindi*—The number of schools imparting instruction through Hindi remained 9 as in the previous year, whereas the number of sections came down to 17 from 20. The number of students went up to 1,347 from 1,217. The number of schools teaching Hindi as a language subject rose to 81 from 74, whereas the number of sections remained 29 as in the previous year. The number of students went up to 7,330 from 6,761. The overall strength of teachers went up to 208 from 195.

349. Gujarati—No school has been shown to teach Gujarati as a language subject, whereas in the previous year 2 such schools were shown.

350. *Malayalam*—There were 2 schools teaching Malayalam as a language subject, as in the previous year.

351. *Marathi*—The number of schools and sections imparting instruction through Marathi came down to 27 and 199 from 39 and 225 respectively, though the pupil strength registered a rise to 10,424 from 10,372. The number of schools and sections teaching Marathi as a language subject came down to 24 and 198 from 33 and 207 respectively, though the number of students rose to 12,443 from 8,613. The overall strength of teachers went up to 739 from 660.

352. *Tamil*—There was 1 school imparting instruction through the medium of Tamil as in the previous year, but the number of sections rose to 6 from 5. The number of students also went up to 215 from 160. The number of schools where Tamil was taught as a language subject went up to 81 from 76, whereas the number of sections remained 2 as in the previous year. The number of students rose to 13,837 from 13,378. The overall strength of teachers went up to 148 from 100.

353. *Telugu*—The number of schools imparting instruction through Telugu came down to 3 from 5 of the previous year, but the number of sections remained 27 as before. The number of students went up to 2,408 from 2,255. The number of schools teaching Telugu as a language subject increased to 27 from 25 of the previous year, whereas the sections remained 10 as before. The number of students went up to 2,576 from 2,240. The overall strength of teachers went up to 88 from 81.

354. *Urdu*—The number of schools imparting instruction through Urdu rose to 26 from 24, whereas the number of sections came down to 139 from 156, though the strength of students went up to 9,366 from 9,214. The number of schools and sections teaching Urdu as a language subject came down to 139 and 91 from 534 and 131 respectively, though the number of students went up to 17,403 from 15,361. The overall strength of teachers also went up to 649 from 529.

355. The causes of the decrease in the educational facilities both at the primary and secondary stages have been taken up with the State Government.

356. According to available information, under the Three-language Formula being followed in Mysore State, the linguistic minorities can offer Hindi, Marathi, Tamil, Telugu and Urdu as language subjects.

Text-books

357. Text-books in different subjects have been prescribed at the primary stage in Gujarati, Hindi, Malayalam, Marathi, Tamil, Telugu and Urdu. Whenever necessary, text-books in use in other States have also been recommended. Similarly, text-books on different subjects for use at the secondary stage of education have been prescribed in Hindi, Marathi, Tamil, Telugu and Urdu.

Teachers

358. The Mysore Government have reported that in the training programme of teachers. Hindi, Marathi, Tamil, Telugu and Urdu languages have been included. There is a Marathi Teachers' Institute at Belgaum. There are training institutes in Bijapur and Dharwar for men and women Urdu teachers respectively. During the visit of the Assistant Commissioner to Belgaum and Dharwar districts in March-April, 1969, the district eductaional authorities at Dharwar mentioned that one shift for men Urdu teachers had also been recently opened in the Dharwar Training Institute. It was also found that there was an appreciable number of Urdu teachers who were waiting for several years for their turn to get an opportunity for training. The point has been brought to the notice of the State Government.

359. The State Government have reported that steps are taken to appoint Malayalam teachers trained in other States.

Use of Minority Languages for Official Purposes

360. English is the official language of the State. The State Government have drawn up a list of the local areas where a linguistic minority constitutes 15 per cent or more of the populuation and orders have also been issued that important Government notices and rules, etc., should be published in the concerned minority languages..

361. During the visit of the Assistant Commissioner in April 1969 to Shiggaon and Hangal taluks, it was learnt that important Government rules, notices, etc., were not being published in Urdu, though Urdu-speakers constitute 15 per cent or more of the population in these Taluks. It was also revealed that there are no facilities for translation as there had been

no demand from the public. A report received from the District Magistrate, Kolar, says that no rules, notices, etc., were published in Telugu during the period from July 1968 to April 1969. Telugu-speakers constitute more than 15 per cent of the population in Kolar and hence the issue of notices, rules, etc., in Telugu was referred to the State Government, who have said that though more than 15 per cent of the population of Kolar district speak Telugu, they are by and large well-conversant with Kannada. As such, rules, notices, etc., were not published in Telugu.

362. It has been decided by the State Government that publicity material should also be issued in minority languages and receipts and forms, etc., should be printed both in the regional language and the language of the minority. As far as possible, petitions and representations received in minority languages are replied to in the same languages.

363. No translation bureau as such has been established at the State headquarters, but it has been decided that the work of translation into minority languages should be done in the office of the Chief Translator to the Government. Translation facilities are available in Tamil, Telugu, Marathi and Urdu. During the period under review, 29 documents were translated into Marathi.

364. With regard to the demand for recognition of Urdu as the second language in Mysore State, the Mysore Government have said that according to the 1961 Census, only in 13 Taluks in the State, more than 15 per cent of the population speak Urdu. Hence it is hardly possible to concede the demand.

Recruitment to State Services

365. The medium of examinations for recruitment to non-ministerial and ministerial services is English. Proficiency in the regional language is not a pre-requisite for recruitment to public services. However, they are expected to pass a test in regional language before confirmation.

366. On an earlier complaint, the State Government have issued orders that no Government servant who has been allotted under the States Reorganistion Act need pass any special language test. It has also been reported that no promotion of any teacher has been stopped only for failure to pass the test.

367. There was a complaint that a large number of Marathi-speaking girls, including members of Scheduled Castes, having adequate qualifications were not selected for auxiliary nurses'/midwives' training. The Mysore Government informed that as the medium of teaching for these courses of training was Kannada, only Kannada-knowing candidates were selected.

Machinery for Implementation of Safeguards

368. The Secretary, Home Department, is the linguistic minority officer at the State level, discharging his functions under the direction of the Chief Secretary. The Deputy Commissioners of districts are linguistic minority officers at the district level.

Accession No.....
Date.....

369. Pamphlets detailing the safeguards for linguisitic minorities available in the State have been published in English.

NAGALAND

370. According to the 1961 Census, the total population of Nagaland is 3,69,200. The speakers of Konyak, Ao, Sema, Angami, Lotha, Naga-unspecified and Nepali constitute 15.46, 15.16, 12.85, 11.40, 7.20, 5.43 and 2.82 per cent respectively.

Primary Education

371. It has been stated by the Nagaland Government that primary education is imparted through the mother-tongue. The statistics of primary schools imparting instruction through minority languages, sought from the State Government, are still awaited.

372. The State Government have not yet issued any order about giving instruction through the mother-tongue, according to the agreed formula.

Secondary Education

373. English is the medium of instruction from class IV onwards. There is no order about instruction through minority languages based on the agreed formula. Information has been sought from the State Government whether pupils speaking different minority languages can offer their mother-tongue as a language subject under the Three-language Formula at the secondary stage of education.

Text-books

374. The State Government have not yet furnished information regarding demand for text-books in minority languages at primary and secondary stages of education and the steps taken to meet the same.

Teachers

375. Care is taken to see that teachers knowing tribal dialects are appointed, so that they are able to explain the lessons to the pupils in the mother-tongue. It has been stated that there is shortage of teachers. The State Government have been requested to indicate how trained teachers are recruited to meet the requirements of educational institutions in the State.

Use of Minority Languages for Official Purposes

376. English is the official language of Nagaland. A cell of language officers under the State Information and Publicity Directorate translates important circulars, orders, rules, notifications, etc., into important local dialects for publication in districts. However, it appears that no orders have been issued for publication of important rules, notices, etc., in minority languages also in the areas, where a linguistic minority constitutes 15 per cent or more of the population.

377. There are no arrangements for sending replies to petitions in the languages in which these are received from the public.

Recruitment to State Services

378. In Nagaland, English continues to be the medium of examinations for recruitment to State Services, and knowledge of the regional language/ languages is not a pre-requisite for entry into service.

Machinery for Implementation of Safeguards

379. The Nagaland Government have been requested to set up an agency for implementation of the safeguards for linguistic minorities at the State and district levels, as decided in the Meeting of the Committee of Zonal Councils for National Integration.

380. The State Government have also been requested to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State.

ORISSA

381. According to the 1961 Census, Orissa has got a total population of 1,75,48,846. Oriya-speakers constitute 82.31 per cent of the population. The speakers of Kui, Telugu, Santhali, Hindi, Savara, Urdu and Ho constitute 2.92, 2.24, 2.14, 1.25, 1.22, 1.21 and 1.15 per cent respectively.

Primary Education

382. There is provision to afford facilities for instruction in the mother-tongue of linguistic minorities at the primary stage of education, if the stipulated number of pupils are available according to the all-India decision on the subject.

383. The Government have issued orders for opening of registers for advance registration of linguistic minority pupils, but the progress made in actual implementatoin of these orders is yet to be intimated by the State Government. During the visit of the Assistant Commissioner to Puri district in May 1969, it was found that in a few schools advance registers had not been opened. The matter has been brought to the notice of the State Government.

384. There are instructions for inter-school adjustment of pupils, wherever practicable, so that the maximum number of pupils can have instruction through the mother-tongue. There are orders to ensure non-diminution of the facilities for instruction through minority languages as existing on 1st November 1956, except with the specific orders of the State Government.

385. The statistical data of educational facilities in minority languages beyond 1964-65 have not been received from the State Government. The figures of 1964-65 were included in the Tenth Report. According to these statistics, there were facilities for instruction through Bengali, Gujrati, Hindi, Nepali, Tamil, Telugu and Urdu. Facilities for instruction through Nepali were shown in Dhenkanal district only. When the Assistant Commissioner visited Dhenkanal district, it was found that there used to be a Hindi-Nepali school in Dhenkanal, but consequent upon the transfer of two battalions of the Orissa Military Police from Dhenkanal, the Hindi-

Nepali schools ceased to function and was converted into an Oriya medium school. It was also noticed that a few primary schools where Urdu was taught only as a language subject were termed as Urdu medium schools. The State Government have been requested to make a distinction between the schools where Urdu was used as a medium of instruction and only as a language subject.

386. The tribal population of Orissa is 42,23,757. There are 62 tribes of various ethnic groups. The question of imparting primary education to the Adivasi students in their mother-tongue has been engaging the attention of the State Government since a very long time. As none of these tribes have scripts of their own and they speak in different dialects, the State Government feel that it is not possible to impart primary education to the Adivasis through their mother-tongue even using Oriya script. The State Government have, however, said that the teachers in the primary schools and Sevashrams in tribal areas like Koraput, are required to learn a local dialect so as to explain the lessons from Oriya text-books to the tribal children in their own dialects.

Secondary Education

387. The State Government have issued orders for instruction through the mother-tongue of linguistic minorities if there are 60 pupils in the last four classes at the higher secondary stage and initially 15 pupils in a class.

388. The State Government have issued orders for advance registration of linguistic minority pupils at the secondary stage of education also and for non-diminution of the facilities for instruction through minorty languages as on 1st November 1956.

389. The statistical data of educational facilities beyond 1964-65 are yet to be received from the Orissa Government. The statistics of 1964-65 showed that there were facilities for instruction through Bengali, Hindi, Telugu and Urdu.

390. In the Three-language Formula being followed in Orissa, under Modern Indian languages, students can offer Bengali, Hindi, Oriya, Telugu and Urdu.

Text-books

391. At the primary stage of education, text-books are available in Arithmetic and language subjects in Bengali, Hindi, Telugu and Urdu. The first primer has also been brought out in Bengali, Hindi, Telugu and Urdu on the lines of the Oriya primer. Text-books on language subjects for use at the secondary stage are available in Bengali, Hindi, Telugu and Urdu.

Teachers

392. There are institution for training of Hindi and Urdu teachers. There are arrangements for training of Telugu teachers with the Government of Andhra Pradesh. There were plans for opening a Telugu training school in Orissa. The progress made in this direction has been sought from the State Government.

Use of Minority Languages for Official Purposes

393. Oriya and English are the official languages of Orissa. The State Government are yet to prepare a list of the areas where a linguistic minority constitutes 15 per cent or more of the population.

394. Replies to representations received from the public in Oriya and English are sent in the same languages. It has been stated that communications received in other languages are replied to in English.

395. The State Government are yet to make arrangements for publication of translation of the substance of important laws, rules, regulations, etc., in minority languages in the areas where a linguistic minority constitutes 15 per cent or more of the population.

Recruitment to State Services

396. In 1966, the Orissa Government re-imposed knowledge of Oriya as a pre-requisite for recruitment to State services. Earlier in 1963, they abolished the language qualification. As the reimposition of the language qualification is contrary to the decision of the Chief Minister's Conference and as the language qualification also acts as an indirect imposition of domiciliary restrictions, the Orissa Government have been requested not to insist upon knowledge of Oriya at the time of recruitment.

397. English continues to be the medium of examinations for recruitment to public services.

Machinery for Implementation of Safeguards

398. The Secretary in the Home Department functions as linguistic minority officer, and he works directly under the Chief Secretary. The coordination of work relating to safeguards for linguistic minorities at the district level is done by the Collectors.

399. It has been reported by the State Government that action is being taken to bring out a pamphlet indicating the safeguards provided to linguistic minorities in the State.

PUNJAB

400. The State of Punjab was reorganised on 1st November 1966. According to the figures supplied by the State Government, the total population of Punjab is 1,11,35,069. The speakers of Punjabi and Hindi constitute 67.21 and 35.27 per cent respectively. However, the Punjab Government have said that the figures for Rupar area, formerly part of Ambala district, are not available. The population of Sangrur and Hoshiarpur districts includes the population of the areas which have gone to Haryana and Himachal Pradesh respectively.

401. The Punjab Government were requested to supply information about implementation of various safeguards for linguistic minorities in the State. The Punjab Government have intimated that after reorganisation, the State of Punjab has become unilingual and there are no linguistic minorities. However, with regard to the medium of instruction in schools, the position which was prevalent before the reorganisation of the State still continues.

The State Government have added that since there is no linguistic minority in the State, the question of the statistical data of educational facilities available in minority languages and the use of minority languages for official purposes does not arise.

402. The State Government have been requested to send information about the implementation of the safeguards for linguistic minorities in the State as even after the recent organisation of Punjab, there is a sizeable number of Hindi and Urdu speakers in the State. Their attention has also been invited to an earlier information about the implementation of safeguards to the linguistic minorities forwarded by them as early as July 1967.

403. Under the circumstances noted in the foregoing paragraphs, the position regarding implementation of the safeguards for linguistic minorities, as given in the succeeding paragraphs, is mainly based on the information furnished earlier by the State Government.

Primary Education

404. In Punjab, the Sachar formula arrangements were being continued and facilities for instruction through the medium of Hindi are provided if the stipulated numbers of pupils are available. There are no facilities for imparting instruction through any other minority language including Urdu, which is spoken by a considerable number of people in the State. Urdu is, however, taught as a language subject.

405. There are orders for opening of registers in primary schools for advance registration of linguistic minority pupils and inter-school adjustments, wherever practicable, are made to provide facilities for instruction through the mother-tongue.

406. The statistical data of educational facilities available to linguistic minorities for the year 1968-69 are yet to be received from the State Government.

407. With regard to the complaint about efforts being made in Punjab to coerce the private primary schools to change their medium of instruction from Hindi to Punjabi and the complaint that in almost all Government schools the medium of instruction was Punjabi, the Punjab Government have reported that the position which was prevalent before the recent reorganisation of the State is still continuing, *i.e.*, the Sachar Formula is still operating. Accordingly, a school may have either Punjabi or Hindi as the first language if 10 pupils in a class or 40 in a school are desirous of having such instruction. However, the State Government have added that the policy regarding the medium of instruction is to be reviewed shortly.

Secondary Education

408. At the secondary stage also, the arrangements under the Sachar Formula are being continued and facilities for instruction through the medium of Hindi are provided, if the stipulated numbers of pupils are available. It appears that there are no facilities for instruction through any other minority language, but Urdu could be offered as a language subject. Provision

exists for advance registration of linguistic minority pupils at the secondary stage of education as well.

409. Instructions are still to be issued by the State Government for continuation of the facilities as existing on 1st November 1956, both at the primary and secondary stages of education.

410. The statistical data of educational facilities in minority languages for 1968-69 have not been received from the State Government. The State Government have no doubt furnished statistical data of educational facilities for the year 1967-68, both for primary and secondary stages of education, but they are not supplying the statistical data now on the plea that after the recent reorganisation, Punjab has become unilingual and there are no linguistic minorities. Evidently, this does not appear to be factually correct, because there are sizeable numbers of Hindi and Urdu-speakers in the State. The State Government have been requested to extend the facilities to linguistic minorities according to the agreed scheme of safeguards.

411. In the Three-language Formula being followed in the State, there is provision to learn Punjabi or Hindi in addition to English. Urdu can be learnt as an additional optional subject.

Text-books

412. Text-books in Hindi and Urdu are available in the State, and there are no complaints about dearth of such text-books.

Teachers

413. The Punjab Government have stated that they have adequate number of teachers, who are capable of teaching minority languages. They have added that no arrangements for training Urdu teachers are necessary, because there is sufficient number of Urdu teachers in the State.

Use of Minority Languages for Official Purposes

414. The Punjab Government have reported that there is provision for publication of non-statutory notifications, including notices, in Urdu in Malerkotla tehsil in Sangrur district, where Urdu-speakers constitute 15 per cent or more of the population.

415. The Punjab Government do not consider it necessary to set up a translation bureau at the State headquarters for publication of the substance of important laws, rules, regulations, etc., in minority languages for the benefit of the areas in which a linguistic minority constitutes 15 to 20 per cent of the population.

416. Orders exist for sending replies to petitions received from the public in Punjabi or Hindi in the Punjabi and Hindi languages invariably. Regarding other languages, the replies are to be given invariably in the regional language with a copy also, as far as possible, in the language of the petition.

417. There was a complaint that though according to 1961 Census, 40 per cent of the people in Punjab were Hindi-speakers, the State Government

had not declared the State to be bilingual one and official correspondence, rules and regulations from the tehsil level to the State level were made and issued in Punjabi (Gurumukhi) script. This complaint was referred to the Punjab Government, who have stated that after the recent reorganisation, Punjab has become a unilingual State and there is no linguistic minority. It has also been said that before reorganisation, Punjabi was the official language of the Punjabi region and by virtue of the Punjab Official Language Act passed in December 1967, Punjabi has been recognised as the official language of the State. Being the official language of the Union, Hindi has, however, been accepted as a language of communication between the Punjab State and the Government of India and other Hindi-speaking States. Section 8 of the Punjab Official Language Act also provides that the State Government shall take suitable steps to develop Hindi in the State. It is felt that the statement that Punjab has got no linguistic minorities does not seem to be correct as there is a sizeable number of Hindi and Urdu-speakers in the State.

Recruitment to State Services

418. The medium of examinations for recruitment to State Services is English. Earlier, it was reported that knowledge of Punjabi and Hindi is a pre-requisite for entry into non-technical services. Some amendments to these rules were reported to be under consideration of the State Government. The latest development in the matter is awaited from the State Government.

Machinery for Implementation of Safeguards

419. The Secretary, Education Department, has been appointed to look after the work pertaining to implementation of safeguards for linguistic minorities. The Deputy Commissioners are in charge of this work at the district level.

420. The State Government do not feel it necessary to publish a pamphlet detailing the safeguards for linguistic minorities available in the State.

RAJASTHAN

421. According to the 1961 Census, the total population of Rajasthan is 2,01,55,602. The speakers of Rajasthani, Hindi, Bhili, Urdu, Punjabi and Sindhi constitute 56, 49, 33.32, 4.13, 2.53, 2 and 1.16 per cent respectively.

Primary Education

422. There is provision of facilities for imparting instruction at the primary stage through the mother-tongue of the linguistic minorities, if there are 10 pupils in a class or 40 in the whole school desirous to have such instruction. The Government have issued orders for the opening of registers in primary schools for advance registration of linguistic minority pupils. But the report about actual progress in implementation of these orders is yet to be received from the State Government.

423. There are instructions for inter-school adjustments of linguistic minority pupils, wherever practicable, to ensure that the maximum number of pupils may get the facilities to have instruction through the mother-tongue.

424. The Government have issued orders for instruction through the media of minority languages as existing on 1st November 1956 without diminution, and no departure to this rule is to be made except with specific orders of the State Government.

425. The latest statistical data of educational facilites in minority languages received from the State Government pertain to 1967-68. According to this, facilities existed for instruction through the media of Punjabi, Sindhi and Urdu, whereas in the statistical data of 1966-67 Gujarati was also reported to be used as a medium of instruction. The statistical data with regard to facilities for instruction through Sindhi and Urdu are of 21 districts only. In the absence of the figures of all the districts, it is not possible to make a correct assessment.

426. *Punjabi.*—In 1967-68, there was 1 Punjabi medium school with 7 teachers imparting instruction to 142 pupils.

427. *Sindhi and Urdu.*—There were 44 schools with 334 teachers imparting instruction through Sindhi to 10,018 students and there were 31 schools with 157 teachers imparting instruction through Urdu to 4,552 students.

428. The State Government have been requested to send the complete data of 1967-68 and of 1968-69.

Secondary Education

429. In 1965, the State Government issued instructions for providing instruction through the media of Gujarati, Punjabi, Sindhi and Urdu, at least in one Government higher secondary school in each district, provided that there were 60 pupils in classes VI to IX or initially 15 in class VI from July 1966. The Government have issued instructions for opening registers for advance registration of linguistic minority pupils.

430. It is, however, seen from the statistical data of educational facilities available to linguistic minorities in 1967-68 that minority languages are yet to be used as media of instruction at the secondary stage. The State Government representative told the Commissioner during her visit to Jaipur in January 1969 that action was being taken to start secondary schools as early as possible, and it was given to understand that from tht next academic session, a few schools would start functioning with minority languages as media of instruction. Sindhi and Urdu were being taught as language subjects.

431. The statistical data of educational facilities of 1967-68 in Sindhi furnished by the State Government pertain to 22 districts only and to 21 districts only in respect of Urdu. Hence it is not feasible to make a correct assessment. However, there were 6 schools with 32 teachers teaching Sindhi as a language subject to 3,428 students, and there were 21 schools with 36 teachers teaching Urdu as a language subject to 2,290 students.

432. The figures of Gujarati have not been furnished, though in 1966-67 there were facilities for learning Gujarati as a language subject.

433. In the Three-language Formula being followed in Rajasthan, provision has been made to learn those languages only which are mentioned in the Eighth Schedule of the Constitution.

Text-books

434. Text-books for use at the primary stage of education are procured from the adjoining States, whenever necessary.

435. Complaints were made to the Commissioner during a visit to Jaipur, that Urdu text-books brought out by the State Text-books Nationalisation Board for primary classes contained several mistakes and the books were not also according to the syllabus. Some of the Urdu books were also shown to the Commissioner, when the latter visited a Government primary school. The headmaster pointed out that the arithmetic book had not been revised according to the metric system. Another Government primary school was also visited where it was stated by the headmaster that due to non-availability of text-books the medium of instruction was changed from Urdu to Hindi. It was stated that the change in the medium has not caused any difficulty.

436. Complaints have been received that the Urdu text-books on General Science, Mathematics and Social Science were not available for use at the primary stage. It was also said that text-books for middle and secondary classes were also not available. The Commissioner discussed the issue with Chief Secretary, who assured that he would direct the State Text-books Nationalisation Board to go into the question of text-books in minority languages.

437. According to the earlier reports, efforts were also made to bring out text-books in Gujarati and Sindhi on different subjects for use at the primary stage of education.

Teachers

438. The Rajasthan Government have reported that there is no shortage of teachers for teaching minority languages. There are no separate training institutions for training minority language teachers in the State. According to the Rajasthan Government, the trainees who are qualified in minority languages may avail of the opportunity of learning teaching methods in training institutions.

Use of Minority Languages for Official Purposes

439. Hindi is the official language of Rajasthan. There are orders for publication of important notices, rules, etc., in Urdu, Punjabi and Sindhi in those areas where a linguistic minority constitutes 15 per cent or more of the population. A list of such areas has been prepared by the Rajasthan Government.

440. The number of important rules and notices published in minority languages is yet to be received from the State Government. During the Commisisoner's visit, it was reported that translations of several important laws had already been published in Urdu.

441. There are orders to the effect that replies to representations and petitions received from the public in the minority languages should be sent in Hindi or English, accompanied by a translation of the reply in the minority language.

442. Though no formal orders have been issued, it has been decided by the Rajasthan Government that the substance of laws, notifications, rules and regulations etc., should be published in minority languages used in the State by the State Translation Bureau.

443. During the Commissioner's visit to Jaipur in January 1969, the President of the Akhil Bharatiya Sindhu Seva Sangh complained that the Sindhu Seva Sangh pilgrims' party was not permitted to visit Sadhubela shrine in Sukkur in Pakistan, and the delay in provision of facilities to Sindhi-speakers for migration to India. The Pakistan Government, it is learnt, have refused permission, and the Government of India have since lodged a protest with the Pakistan Government reminding them of their obligation to provide facilities to such pilgrim parties according to the Indo-Pakistan agreements. The Ministry of External Affairs have intimated that all applications for migration certificates are attended to promptly.

Recruitment to State Services

444. Hindi or English is the medium of examinations for recruitment to public services in Rajasthan. Knowledge of the regional language is not a pre-requisite for entry into State Services. Selected persons are to pass a test in Hindi within a year.

Machinery for Implementation of Safeguards

445. The work relating to the safeguards of linguistic minorities is dealt with by the Language Department of the State Government. The Education Minister is in charge of this department and the Education Secretary looks after matters relating to the linguistic minorities. The Director, Language Department, is the Linguistic Minority Officer. At the district level, the overall charge of the work is with the District Collectors.

446. The Government have agreed to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State. But it appears that the pamphlet is yet to be published. It is desirable that the Rajasthan Government bring out the pamphlet without further delay.

TAMIL NADU

447. According to the 1961 Census, the total population of Tamil Nadu is 3,36,86,953. Tamil-speakers constitute 83.17 per cent of the population. The speakers of Telugu, Kannada, Urdu and Malayalam constitute 9.99, 2.81, 1.83 and 1.20 per cent respectively.

Primary Education

448. Facilities at the primary stage of education are provided in a minority language if there is a minimum strength of 10 pupils in a class or 30 from classes I to V.

449. The Government have issued instructions for opening registers for advance registration of linguistic minority pupils as well as for inter-school adjustment, whenever necessary and practicable, to ensure facilities for instruction through the mother-tongue to the maximum number of pupils. The actual progress in opening of advance registers has also been intimated by the State Government up to year 1966-67.

450. There are facilities for imparting instruction through the media of Gujarati, Hindi, Kannada, Malayalam, Telugu and Urdu. The statistical data of educational facilities in these languages for 1967-68 and 1968-69 have not yet been received from the State Government.

451. It has not yet been possible for the State Government to introduce facilities for learning Sourashtram as a language subject, and Sourashtram has not also been included in the list of approved languages for teaching in schools. The issue has been under consideration of the State Government for a pretty long time now. It is hoped that suitable action in the matter would be taken without any further delay.

Secondary Education

452. Facilities for instruction through minority languages at the secondary stage are provided according to the agreed scheme of safeguards for linguistic minorities. There are also instructions for opening of registers in secondary schools for advance registration of linguistic minority pupils desirous to have instruction in the mother-tongue. The actual progress made in opening of registers in secondary schools for advance registration of linguistic minority pupils up to 1966-67 has been intimated by the State Government.

453. There are orders that schools imparting instruction through minority languages both at the primary and secondary stages of education are not to be closed without obtaining prior permission of the State Government.

454. Whenever instruction is imparted through minority languages both at the primary and secondary stages of education, question papers are also provided in the same languages.

455. The Government have provided facilities for imparting instruction through Gujarati, Hindhi, Kannada, Malayalam, Telugu and Urdu. The statistical data for the year 1967-68 have been received and analysed below :

456. *Gujarati.*—The number of students having their instruction through Gujarati rose to 1,029 from 993 of the previous year, though the number of schools and sections remained 3 and 29 respectively, as before. Similarly, the number of schools and sections teaching Gujarati as a language subject remained 1 and 5 respectively, as in the previous year.

457. *Hindi.*—The number of schools imparting instruction through Hindi was 5 as in the previous year, but the number of sections came down to 41 from 46, though the overall number of students went up to 1,439 from 1,397. The number of Sections teaching Hindi as a language subject went up to 15 from 6 of the previous year, with increase in the student strength to 539 from 506.

458. *Kannada.*—There were 2 schools and 2 sections imparting instruction through Kannada to 267 students. The figures for 1966-67 have not been furnished by the State Government.

459. *Malayalam.*—The number of schools and sections imparting instruction through Malayalam rose to 19 and 329 from 10 and 303 respectively of the previous year. The number of students went up to 13,738 from 13,453. Similarly, the number of schools and sections where Malayalam was taught as a language subject rose to 7 and 27 from 2 and 12 respectively of the previous year. The number of students went up to 1,086 from 357.

460. *Telugu.*—The number of schools and sections imparting instruction through Telugu went up to 63 and 449 from 58 and 399 respectively. The number of students rose to 17,798 from 15,290. The schools teaching Telugu as a language subject remained 39 as in the previous year, but the sections went up to 174 from 129. But the number of students came down to 7,721 from 8,055.

461. *Urdu.*—The number of schools imparting instruction through Urdu rose to 12 from 10 of the previous year, but the sections went down to 137 from 143. The number of students was almost the same as in the previous year. The number of schools teaching Urdu as a language subject went down to 1 from 4 but the number of sections went up to 18 from 16. The number of students came down to 266 from 433.

462. Since 24th January 1968, a Two-language Formula has been operative in Tamil Nadu instead of the Three-language Formula. Under the Two-language Formula, provision has been made to learn the mother-tongue, when it is different from the regional language.

Text-books

463. Text-books on several subjects are available in the Malayalam, Telugu and Urdu for use at the primary and secondary stages of education. Whenever necessary, books published in other States are also utilised.

Teachers

464. There is a basic training school for imparting training to Malayalam teachers. There is also a Government basic training school with elementary and secondary grade sections, for training of Telugu teachers. It appears that there is some arrangement for training of Urdu teachers as well, for primary and secondary grades. Generally, teachers knowing tribal dialects are appointed in tribal areas.

Use of Minority Languages for Official Purposes

465. Tamil is the official language of Tamil Nadu. The Tamil Nadu Government have prepared a list of municipal and non-municipal areas in taluks where a linguistic minority constitutes 15 per cent or more of the population. The Government have issued orders to the effect that in these areas the concerned minority languages also should be used in important Government notices, rules, electoral rolls, etc.; and facilities for registration of documents in minority languages should be provided. It has been stated in the orders that endeavour should be made to secure in so far as this may

be found practicable with due regard to administrative convenience, that the officers posted to work in the local areas are persons who are conversant with the minority languages.

466. The reported progress in publication of important rules, notices, etc., in Malayalam in the municipal areas of Padmanabhapuram and Kuzhithurai and in the non-municipal area of Vilavancode taluk in Kanyakumari district appears to be satisfactory. Progress has also been reported in publication of rules, notices, etc., in Kannada, Telugu and Urdu.

467. There is a Translation Cell at the State headquarters to translate the substance of important laws, rules, regulations, etc., into minority languages. Translation facilities are available in Kannada, Malayalam, Telugu and Urdu. During the period from July 1968 to April 1969, 50 documents were translated into Malayalam, 6 into Telugu and 1 into Urdu.

468. Whenever possible, representations received in minority languages are replied to in the same languages.

469. About the demand for supply of Posts and Telegraphs form (including M.O. forms) in Telugu in those areas of Tamil Nadu where Telugu-speakers are concentrated, the Director-General of Posts and Telegraphs, New Delhi, has stated that whenever arrangements for the supply of Post Office forms in regional languages are finalised, necessary action will be taken keeping in view the demands made by the Telugu-speakers.

470. A representative of the Sourashtram Prachar Sabha, Madurai, met the Commissioner to request that a feature programme of short duration, say once a week, to serve the Sourashtram-speakers, may be arranged from the All-India Radio at Madras or Tiruchy. The Sourashtram-speakers are mainly concentrated in Madurai district of Tamil Nadu with a sprinkling of them in the neighbouring districts also. The matter is being taken up with the Ministry of Information and Broadcasting.

Recruitment to State Services

471. In Tamil Nadu, English, Tamil, Telugu, Kannada, Malayalam, Hindi and Urdu are media of recruitment examinations to public services. Knowledge of the regional language is not a pre-requisite for recruitment to services. Before the completion of the period of probation, the selected candidates are to pass a language test in Tamil.

472. With regard to the request that Tamil classes should be opened for those persons serving in Government colleges on the lines of the Hindi teaching scheme for Central Government employees. The Tamil Nadu Government have stated that it may not be necessary to impart any in-service training, as it is proposed to lower the standard of the test in consultation with the other States in the Southern Zone and it may be fairly easy for the linguistic minorities to pass the test without extraneous aid of in-service training.

473. With regard to Urdu-speakers' demand that teachers in schools and colleges, who were not likely to have executive responsibilities, might be exempted from passing the prescribed second class language test in

Tamil, the Tamil Nadu Government have stated that passing of the second class language test is a matter of common agreement between the four States in the Southern Zone and possession of adequate knowledge in the official language of the State is necessary for all the posts including executive posts. As the transactions of the Government are in the regional language, unless the linguistic minorities are in a position to read and write in the regional language, they will prove a drag on the administration.

474. The request for dropping the *viva-voce* part of the Tamil language test prescribed for Government servants was taken up with the Tamil Nadu Government, who have stated that the standard of the language test can be said to be comparatively lower than the S.S.L.C. standard and the Public Service Commission has also pointed out that the percentage of those passing the *viva-voce* part of the test is more than 80.

475. A demand was put forth by Urdu-speakers that the Second Class Language test in Tamil which had been made compulsory for Government employees should be made simple. The issue was taken up with the Tamil Nadu Government, who have stated that the standard of the Second Class Language text is that of the S.S.L.C., and it was a matter of common agreement between the four States in the Southern Zone.

476. With regard to the complaint that the standard of the English language passage is very high, it has been pointed out by the State Government that the Tamil Nadu Public Service Commission, which was consulted on a similar representation, has opined that the standard of the language test can be said to be comparatively lower than the S.S.L.C. standard.

Machinery for Implementation of Safeguards

477. The Chief Minister is in charge of the subject relating to safeguards for linguistic minorities. He is assisted by the Chief Secretary and the Additional Secretary, Public (General-M) Department is the linguistic minority officer. The Collectors look after the works in the districts.

478. A pamphlet detailing the safeguards for linguistic minorities has been published in English. Steps have also been taken to bring out Kannada, Malayalam and Urdu versions of the pamphlet.

UTTAR PRADESH

479. According to the 1961 Census, the total population of Uttar Pradesh is 7,37,46,401. Hindi-speakers constitute 85.39 per cent of the population. The speakers of Urdu, Kumauni and Garhwali constitute 10.70, 1.39 and 1.08 per cent respectively.

Primary Education

480. There are Government orders for instruction through the mother-tongue of linguistic minorities, if there are 40 pupils in a school or 10 in a class desirous to have such instruction.

481. The Government have issued instructions for opening registers in all primary schools for advance registration of linguistic minority pupils. information regarding implementation has also been received.

482. About inter-school adjustments of the pupils desirous to have instruction in the mother-tongue, it has been stated by the Uttar Pradesh Government that wherever practicable, pupils are guided to schools where there are facilities for instruction through minority languages.

483. The State Government have said that there are orders for non-diminution of facilities for instruction through minority languages as existed on 12th August 1961, except with the specific orders of the State Government. They added further that there has in fact been no diminution of the facilities which were being enjoyed by the linguistic minorities on 1st November 1956.

484. The State Government furnished partial data of educational facilities in minority languages for 1967-68, which were included in the Tenth Report. Further statistics are still awaited.

485. The Government have provided facilities for instruction through Bengali, Gujarati, Punjabi, Sindhi and Urdu.

486. There was a complaint by the Deeni Talimi Council, Uttar Pradesh, that the facilities available for instruction through the medium of Urdu were inadequate. As complete statistical data beyond 1965-66 have not been received from the State Government, it has not been possible to determine whether the facilities are adequate or not.

487. During the Deputy Commissioner's visit to Lucknow in July 1968, on a complaint made by Urdu-speakers that there were no facilities for Urdu as medium of instruction in the maqtabs at Nagram in Lucknow district, the district educational authorities informed that such facilities were available at maqtabs.

488. A complaint was also made about lack of facilities for advance registration of pupils desirous of learning through Urdu medium. The educational authorities further stated that the maintenance of registers for advance registration by the schools was watched by all the inspecting staff. This complaint was repeated when the Commissioner visited Lucknow in June 1969, when it was reaffirmed by the officers of the State Government that advance registers for enrolment of pupils were maintained in all primary schools.

Secondary Education

489. There are State Government orders for providing facilities for instrutcion through the mother-tongue of linguistic minorities, if desired by one-third of the pupils of a school. It has been recently decided by the State Government to publicise the facilities for having instruction through the monther-tongue, so that the parents and guardians as well as the pupils themselves may become aware of the State Government orders.

490. To have an objective assessment of the demands for instruction through minority languages, it is hoped that the Commissioner's suggestion to open advance registers in secondary schools may also be adopted by the Uttar Pradesh Government.

491. The State Government have furnished partial data of educational facilities available for the year 1967-68.

492. According to the Three-language Formula being followed in Uttar Pradesh, the pupils can offer as a language subject any language mentioned in the Eighth Schedule or Nepali.

493. When the Deputy Commissioner visited Kanpur in July 1968, the Birhana Road Sindhi Panchayat, Kanpur, complained about lack of opportunities to learn Sindhias a language subject. They requested that wherever there were 10/15 pupils in a school desirous of learning Sindhi, suitable arrangements may be made. It was explained to them that according to the State Government orders, there are facilities for teaching Sindhi also as a third language provided there was a genuine demand from five or more pupils in a class.

494. The representatives of the Muslim Majlis-e-Mushawarat met the Commissioner at Lucknow in June 1969 and represented that Sanskrit should not be treated as one of the languages under the Three-language Formula. The General Secretary, U.P. Branch of Anjuman Taraqqi Urdu, Nanpara, Bahraich district also met the Commissioner at Allahabad soon after and put forth the same demand. The General Secretary said that provision for teaching Sanskrit should not be made under the Three-language Formula adopted at the Chief Ministers' Conference. The Commissioner told the representatives at Lucknow and also the General Secretary that the State Government have provided facilities to learn Urdu under the Three-language Formula. It was also brought to their notice that a large number of secondary schools and colleges had made arrangements for teaching Urdu as a language subject. Since Sanskrit was included in the Eighth Schedule and had contributed to the development of many Indian languages, facilities for teaching Sanskrit has been provided under the Three-language Formula. The General Secretary was told that the teaching of Urdu and teaching of Sanskrit should not be linked up, as they were separate issues.

495. The Deeni Talimi Council, Uttar Pradesh, complained about difficulties in offering Urdu as a language subject. It was, however, revealed that there are State Government orders to teach Urdu as a language subject, if there was a genuine demand from five or more pupils in a class. It was also reported by the State Government that there were arrangements for teaching Urdu under the Three-language Formula in 1,382 schools. The number of pupils who appeared with Urdu at the High School and Intermediate Examinations during 1968 went up to 5,584 and 2,541 from 4,985 and 2,168 respectively, of the previous year.

Text-books

496. In Urdu, text-books on different subjects for use from the elementary stage up to class VIII have been prescribed and are available. In other languages where text-books have not been specifically prescribed, the heads of institutions select the text-books with the approval of the District Inspectors of Schools. Text-books for use as language subject at the secondary stage are available in Bengali, Gujarati, Kannada, Malayalam, Marathi, Nepali, Sindhi, Tamil, Telugu, Oriya and Urdu.

497. There was a complaint that the standard of the Urdu text-books prescribed for optional subject was too high. This matter was also brought to the notice of the Deputy Commissioner, when he visited Lucknow in July 1968. On investigation, it was found that for pupils who had not studied Urdu in primary classes, text-books of lower standard are prescribed. While selecting these books, the Education Department kept in view the standard of pupils who did not study Urdu in primary classes.

498. Urdu-speakers complained to the Commissioner about non-availability of text-books. It is, however, revealed that text-books up to class VIII are available.

Teachers

499. The State Government have not experienced any shortage of teachers for minority languages. They do not also visualise any likelihood of shortage in the foreseable future, because a potential supply of bilingual teachers is being built up through the implementation of the Three-language Formula. The main minority language in the State is Urdu. Over one lakh students are reading Urdu at the secondary stage. Appreciable numbers of students are also reading Bengali, Punjabi and other minority languages. Many of them will take to teaching. There are Government and private institutions for training teachers, and in the view of the State Government there is no need to have separate training institutions only for minority language teachers, as the methodology of teaching in the training institutions equip to trainee to teach any language of which he possesses the requisite knowledge.

500. Investigations have revealed that for inspection of Urdu medium schools, Urdu-knowing persons are appointed to the posts of Deputy Inspectors of Schools.

501. Investigations were made on the demand for one more Urdu-knowing teacher in the Government Girls' Inter College, Varanasi. There are three teachers in the school to teach Urdu. Considering the number of pupils desirous to learn Urdu (13 in class VI, 9 in class VII 12 in class VIII and 8 in classes IX and X), three teachers are considered more than adequate.

Use of Minority Languages for Official Purposes

502. Hindi is the official language of the State. The Uttar Pradesh Government have drawn up a list of the districts and tehsils, where Urdu-speakers constitute 15 per cent or more of the population.

503. The Government have issued orders for publication of the substance of important laws, rules, regulations, notifications, etc., in Urdu in the areas where the Urdu-speakers constitute 15 per cent or more of the population. Besides, an Urdu edition of the Gazette is published.

504. The Information Directorate brings out an Urdu monthly called "Naya Daur", which publishes periodically the substance of important laws, rules etc., in Urdu.

505. There are orders that, wherever possible, replies to petitions, application, etc., received from the public are to be given in the script in which these are received.

506. During her visit to Lucknow in June 1969, the Commissioner informed the Chief Minister about the complaint of Urdu-speakers regarding the Urdu translation of U.P. Gazette, which was stated to be non-authentic. The Chief Minister explained that since Hindi was the official language, the translation in Urdu was not treated as authentic for legal purposes. It was pointed out that the use of the word non authentic might detract the importance of the Urdu edition, and as the translation was undertaken by the State machinery, the Commissioner suggested that the use of the word non-authenfic might be substituted by another word.

507. The Urdu-speakers also complained that Hindi as used for official purposes was much Sanskritised and not easily understandable. It was conceded that certain official orders in Hindi were rather difficult; and the Chief Minister assured that an attempt would be made to simplify the language. He, however, stated that it would be necessary to use technical and legal Hindi terminology for the sake of uniformity.

508. A demand was made by the Muslim Majlis-e-Mushawarat, Uttar Pradesh, for displaying signboards in Urdu also in railway offices and printing of railway tickets in Urdu as well. According to the existing policy of the Ministry of Railways, signboards, nameplates, etc., displayed at the railway premises, are indicated in Hindi, English and the regional language, if it is different from Hindi. The same policy has been adopted for use of scripts on railway tickets also.

509. About the demand for printing of Money Order form in Urdu, the Mushawarat has been told that according to the policy decision on the subject, Money Order forms are required to be printed bilingually in Hindi and English for use in the Hindi-speaking areas and trilingually, *i.e.*, Hindi, English and the regional language in the non-Hindi-speaking areas.

510. When the Deputy Commissioner visited Kanpur in July 1968, the Sindhi-speakers demanded that Sindhi programme should be broadcast from the All-India Radio, Lucknow. The question of increasing the quantum of Sindhi programme from AIR stations which are already putting out such programmes and introduction of these from more stations has been examined in detail in consultation with the Ministry of Information and Broadcasting, New Delhi. In view of the limitations of resources and transmission time, it was not found possible by the Ministry to increase these programmes beyond the existing durations immediately. The Ministry, however, assured to re-examine the suggestion as and when their resources permit.

Recruitment to State Services

511. Though Hindi or English can be a medium of examinations for recruitment to State Services in Uttar Pradesh, there is a compulsory paper on Hindi.

512. The requirement of the knowledge of Hindi at the time of recruitment is, however, not in consonance with the decision of the Chief Minis-

ters' Conference on the subject, and it also works as an indirect domiciliary restriction. In spite of several requests to the State Government, they are not agreeable to drop the compulsory Hindi paper.

513. This issue was discussed by the Commissioner with the Chief Minister. The Chief Minister said that for the compulsory Hindi paper, no qualifying marks were prescribed and candidates deficient in Hindi could make up by securing better marks in other papers. He, however, said that Hindi being the regional as well as the official language, the Hindi paper in recruitment examinations was necessary.

Machinery for Implementation of Safeguards

514. At the State level, the work relating to implementation of the safeguards for linguistic minorities and measures for national integration is under the charge of the Chief Minister. The Language Officer in the Chief Secretary's branch is the Linguistic Minority Officer. At the district level, Collectors supervise and coordinate the work.

515. A new Department of National Integration has recently been created in the Chief Secretary's Branch under the charge of a senior officer. This Department will ensure a coordinated approach to matters connected with national integration in its various aspects, to provide continuity and follow-up action in these matters and for speedy and effective implementation of the safeguards.

516. Pamphlets detailing the safeguards for linguistic minorities have been brought out by the State Government in English and Urdu.

WEST BENGAL

517. According to the 1961 Census, the total population of West Bengal is 3,49,26,279. Bengali-speakers constitute 84.28 per cent of the population. The speakers of Hindi, Santhali, Urdu and Nepali constitute 5.43, 3.27, 2.38 and 1.58 per cent respectively of the population.

Primary Education

518. There are Government orders for imparting instruction through the mother-tongue of linguistic minorities if there are 10 pupil in a class or 40 in the whole school. There are also orders for opening registers in all primary schools for advance registration of linguistic minority pupils. The actual progress in opening such registers till 1967 has been reported by the State Government and it was hoped by them that by the end of 1968 such registers would be opened in all schools. Further report has not however been received from the State Government.

519. Steps are taken for inter-school adjustment of linguistic minority pupils, wherever practicable, so that the maximum number of pupils may have their instruction through the mother-tongue. There are orders to the effect that no reduction of facilities for imparting instruction through minority languages should be made without the specific orders of the State Government, but the date from which this order is operative has not been stated.

520. There are facilities exist for imparting instruction at the primary stage through the media of Gujarati, Hindi, Nepali, Oriya, Tamil, Telugu and Urdu.

521. The statistical data of educational facilities in minority languages for 1967-68 and 1968-69 are yet to be received from the State Government. The analysis of the data for 1966-67 is as follows :—

522. *Gujarati*—There were 5 schools with 40 teachers imparting instruction through Gujarati as in the previous year. The number of students went up to 3,921 from 3,901.

523. *Hindi*—The number of schools and sections imparting instruction through Hindi went up to 667 and 317 from 641 and 253 respectively, of the previous year. The number of students also registered a rise to 92,462 from 86,547. The number of teachers remained 2,434 as in the previous year.

524. *Nepali*—The number of schools imparting instruction through Nepali went up to 448 from 433 of the previous year. The number of students and teachers also rose to 41,131 and 1,188 from 39,040 and 1,133 respectively.

525. *Oriya*—The number of schools imparting instruction through the medium of Oriya rose to 15 from 13 of the previous year. There was one section as before. But the number of students and teachers rose to 3,440 and 93 from 1,359 and 36 respectively.

526. *Tamil*—There were 2 schools with 12 teachers imparting instruction through Tamil. This is the same as in the previous year.

527. *Telugu*—The number of schools and sections imparting instruction through Telugu rose to 22 and 9 from 20 and 8 respectively of the previous year. The number of students and teachers rose to 4,612 and 96 from 3,906 and 83 respectively.

528. *Urdu*—The number of schools imparting instruction through Urdu rose to 224 from 221 of the previous year, but the sections came down to 118 from 123. The number of students and teachers came down to 18,920 and 547 from 20,099 and 585 respectively.

Secondary Education

529. There is provision for imparting instruction through the mother-tongue of the linguistic minorities according to the agreed scheme of safeguards. Suitable orders have been issued for opening of registers for advance registration of pupils desirous to have instruction through the mother-tongue. The actual progress in implementation of the orders made till 1967 has been reported by the State Government, who hoped that by the end of 1968 advance registers would be opened in all secondary schools. Further report in the matter has not been received from the State Government.

530. The State Government have not yet issued orders that the educational facilities for linguistic minorities as existed on 1st November 1956 would not be diminished.

531. The statistical data of educational facilities in minority languages have been received up to 1966-67 only, which are being discussed below. There are facilities for imparting instruction through the media of Gujarati, Hindi, Nepali, Oriya, Telugu and Urdu.

532. *Gujarati*—There were as in the previous year, 4 Gujarati medium schools with 126 teachers. There was a very slight increase in the number of students.

533. *Hindi*—The number of Hindi medium schools went up to 157 from 146 of the previous year, but the number of sections came down to 11 from 211 of the previous year. There appears to be some error in reporting the number of sections, because the number of pupils rose to 1,33,227 from 1,04,806 of the previous year. The State Government have been requested to clarify the position. The number of schools and sections where Hindi was taught as a language subject rose to 634 and 1,003 from 589 and 974 respectively. Similarly, the number of students learning Hindi as a language subject rose to 89,358 from 86,373. The overall strength of teachers registered a rise to 2,943 from 2,754.

534. *Nepali*—The number of schools imparting instruction through Nepali rose to 47 from 46 of the previous year and the number of students also went up to 12,225 from 11,952. Though the number of sections teaching Nepali as a language subject remained 4 as before, there was some increase in the number of students. The overall strength of teachers went up to 410 from 397.

535. *Oriya*—The number of schools imparting instruction through Oriya remained 3 as in the previous year, but the number of students and teachers went up to 534 and 25 from 464 and 23 respectively.

536. *Telugu*—The number of schools imparting instruction through Telugu went up to 4 from 3 of the previous year and the number of students and teachers also registered a rise to 1,686 and 62 from 1,609 and 59 respectively.

537. *Tibetan*—In 1965-66, 4 schools were shown as imparting instruction through the medium of Tibetan, but in 1966-67 no such schools have been shown. Only 6 sections teaching Tibetan as a language subject to 154 students with 8 teachers have been shown.

538. *Urdu*—The number of schools imparting instruction through Urdu came down to 31 from 32 of the previous year, though the number of sections remained 5 as before. The number of students also came down to 7,457 from 7,950. Though the number of schools teaching Urdu as a language subject remained 12 as before, the number of sections came down to 3 from 26. However, the number of students rose to 1,049 from 1,023. The overall strength of teachers came down to 303 from 304 of the previous year.

539. The causes of the decrease in facilities both at the primary and secondary stages are under investigation.

540. In the Ninth Report, mention was made about the discontinuance of instruction through the medium of Santhali language from 1964-65 due to non-availability of qualified teachers. When the Commissioner visited

West Bengal in December 1968, the Santhali-speakers presented to the Commissioner at Midnapur and also in Calcutta their demand for the re-introduction of Santhali as the medium of instruction both at primary and secondary stages. They stated that they possessed manuscripts ready for books and their main difficulty was about printing. They also stated that the Santhali-speakers evolved a new script in 1935 which is followed uniformly in Bihar, West Bengal, Madhya Pradesh and Orissa.

541. The Three-language Formula followed in West Bengal provides for learning the mother-tongue as a language subject.

542. During the Assistant Commissioner's visit to Calcutta in 1968, the Anjuman Taraqqi Urdu, Calcutta, complained about discontinuance of teaching of Urdu in the Eastern Railway Boys' H.S.M.P. School, Asansol. The issue was taken up with the Ministry of Railways, who have confirmed that the Urdu medium will be discontinued from the academic session of 1969, and the existing Urdu-knowing students will be advised to secure transfer to other schools. To the extent they failed to secure admission in other schools or if their guardians prefer to continue them in the Railway school, the Railway Administration will try to continue the arrangements for their instruction in Urdu. It has been pointed out to the Railway Ministry that the action of the Eastern Railway Adminstration in gradually abolishing the Urdu medium in the Eastern Railway Boys, H.S.M.P School, Asansol, is not in accordance with the agreed scheme of safeguards for linguistic minorities. The Railway Ministry had decided not to stop admission to Urdu medium school for January 1969 session.

Text-books

543. The State Government have brought out text-books in Nepali for use at the primary stage of education. Books for the primary stage are also available in Gujarati, Hindi, Oriya, Tamil, Telgu and Urdu. Text-books for use at the secondary stage in Gujarati, Hindi, Oriya, Tamil, Telugu and Urdu are prescribed by the West Bengal Board of Secondary Education, and whenever necessary, text-books are obtained from other States.

Teachers

544. The West Bengal Government have reported that teachers competent to teach in minority languages are available in the State. There are facilities in the State for training teachers in Hindi, Nepali and Urdu. It appears that for training secondary school teachers, the medium of instruction followed in the training institutions in the State is English.

Use of Minority Languages for Official Purposes

545. Bengali is the official language of West Bengal. In the Sadar, Kalimpong and Kurseong sub-divisions of Darjeeling district, where Nepali-speakers constitute more than 60 per cent of the population, both Bengali and Nepali are official languages.

546. The State Government have also drawn up a list of police circles and municipal towns, where a linguistic minority constitutes 15 per cent or more of the population, and there are instructions to publish the subs-

tance of important laws, rules, regulations etc., in the concerned minority languages. Reports of the progress in publication in minority languages are, however, awaited.

547. Arrangements have been made to send replies to petitions and representations received in minority languages in the same languages as far as practicable.

548. Arrangements exist for translation work in Hindi, Nepali, Santhali and Urdu at the State headquarters. The number of important laws, orders, regulations etc., published in minority languages is yet to be intimated by the State Government.

549. Santhali-speakers represented to the Commissioner that the Santhali programme from the All-India Radio was not audible from Midnapur and needs improvement. They also suggested that the duration of the programme should be increased.

Recruitment to State Services

550. English is the medium of examinations for recruitment to State services. Knowledge of the regional language is not a pre-requisite for twelve categories of higher State Services.

551. No information has been received from the State Government about reconsideration of the issue whether knowledge of the regional language should not be a bar to recruitment to other State Services. Earlier, it was stated by the West Bengal Government that the whole matter was under the consideration of the State Government in the light of the practice obtaining in other States.

Machinery for Implementation of Safeguards

552. The Joint Secretary, Home (Political) Department, looks after the work relating to the safeguards for linguistic minorities under the direction of the Chief Secretary. The Collectors are in overall charge of this work at the district level.

553. The State Government have agreed to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State. But it appears that the pamphlet has not yet been published. It is felt that the State Government may take early action for such a publication for the benefit of the linguistic minorities.

ANDAMAN AND NICOBAR ISLANDS

554. According to the 1961 Census, the total population of the Andaman and Nicobar Islands is 63,548. The speakers of Nicobarese, Bengali, Malayalam, Tamil, Hindustani, Telugu, Hindi, Kurukh/Oraon and Urdu constitute 21.92, 21.80, 10.50, 9.08, 7.00, 5.91, 5.62, 4.00 and 3.00 per cent respectively, of the population.

Primary Education

555. The Administration have provided instruction through the media of Bengali, Hindi, Karen, Malayalam, Nicobarese, Tamil, Telugu and

Urdu, at the primary stage, but they have not issued orders for providing instruction according to the agreed formula.

556. They have issued orders for opening of registers in primary schools for advance registration of linguistic minority pupils. It has been reported by the Administration that such registers have been opened in all schools. Inter-school adjustments of pupils, wherever practicable, are made so that the maximum number of pupils may have their instruction through the mother-tongue.

557. The statistical data of educational facilities in different minority languages are yet to be received from 1965-66 onwards.

558. It has been reported that the position in respect of pupil strength and school facilities in minority languages including teachers as on 1st November 1956 have been ascertained and are being continued without diminution.

Secondary Education

559. Hindi and Urdu are being used as media of instruction at the secondary stage of education in the Islands. The Administration have not yet issued orders providing facilities for instruction in the mother-tongue according to the agreed formula.

560. The statistical data of educational facilities in different minority languages are yet to be received from the Administration.

561. The Andaman and Nicobar Administration have been requested to issue suitable orders for providing instruction through minority languages both at the primary and secondary stages of education, whenever stipulated numbers of pupils are available.

562. In the Three-language Formula being followed in the Islands, the pupils whose mother-tongue is Hindi may offer English, a classical language or a modern Indian language other than Hindi. And the pupils whose mother-tongue is Urdu may offer English and elementary Hindi. The Administration have been requested to furnish details about those whose mother-tongue is neither Hindi nor Urdu.

Text-books

563. The Administration have stated that there is no shortage of text-books in minority languages, except in Nocobarese. A text-book, using the Devanagari script, has been prepared in Nicobarese. A scheme has also been included in the Fourth Five-Year Plan for preparation of text-books in Nicobarese.

Teachers

564. Adequate number of teachers are available for all minority language medium schools. For Urdu medium secondary schools, teachers are being recruited from the mainland whenever necessary. Teachers knowing tribal languages are appointed in those schools, where there are pupils speaking tribal languages.

Use of Minority Languages for Official Purposes

565. English and Hindi are used for official purposes in the Islands. There are arrangements to send replies to the English and Hindi communications received from the public in the same languages. A Hindi version of the Gazette is also published, besides publication of notifications of non-statutory nature in Hindi.

566. The Administration have drawn up a list of the areas, where speakers of a minority language constitute 15 per cent or more of the population.

567. It will be appreciated if arrangements for publication of important rules, notices, etc., in the concerned minority languages are made in these areas.

Recruitment to Public Services

568. Though Hindi is the main language of the Islands, knowledge of this language is not insisted upon as a pre-requisite for recruitment to public services.

Machinery for Implementation of Safeguards

569. While the Chief Commissioner has the overall charge, he is assisted by the Secretary (Education).

570. It will be desirable if the Administration take steps for publication of a pamphlet detailing the safeguards for linguistic minorities available in the Islands.

CHANDIGARH

571. The total population of the Union Territory of Chandigarh is 1,19,881. The majority of the people speak Hindi and Punjabi. The Union Territory came into existence on 1st November 1966. Hence, it has not yet been possible to furnish linguistic break-up of the population.

Primary Education

572. Hindi and Punjabi are generally the media of instruction at the primary stage. There are also some schools imparting instruction through the medium of English.

573. Orders have not yet been issued to provide facilities for instruction according to the agreed formula.

Secondary Education

574. Hindi and Punjabi are used as the media of instruction at the secondary stage.

575. The Administration have stated that there are no linguistic minorities in the territory, and the area is bilingual. As such, the Administration have not issued any orders providing facilities in the mother-tongue according to the agreed formula. Even then, it is felt that there will be

some in Chandigarh speaking languages other than Hindi or Punjabi. While prescribing arrangements for instruction through the media of minority languages, the Provincial Education Ministers' Conference of 1949 observed that such facilities would in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages.

576. During the visit to Chandigarh in November 1968, the Commissioner explained the technique of advance registration to assess the demand for instruction through the media of minority languages. It was also stressed that the method of advance registration would be adopted in all the schools, as these registers would bring out whether there was any demand for instruction through the minority languages. The Chief Commissioner agreed with the suggestion and stated that orders for advance registration of pupils desirous to have instruction in the mother-tongue at the primary and secondary stages of education would be issued.

577. It is desirable that the Administration may take steps to ascertain what facilities existed on 1st November 1956 for instruction through minority languages and see that they were not diminished except with specific permission of the Administration.

578. The Three-language Formula being followed in the Union Territory was also discussed by the Commissioner during the visit to Chandigarh. It was explained that Hindi, Punjabi and English were the three languages offered. A suggestion was made by the Commissioner to include a few other languages mentioned in the Eighth Schedule. The representative of the Administration pointed out that there would be difficulty for inclusion of any other language since the territory happened to be a bilingual one and the teaching of Hindi and Punjabi was compulsory, and English by virtue of being the associate official language of the Union found a place in the formula. If any other language was added, the burden of studying more than three languages would become very heavy on the pupils.

Text-books and Teachers

579. There is no shortage of text-books in Hindi and Punjabi. There have been no reports about shortage of teachers capable of teaching through these languages. Statistical data about educational facilities in different languages at the primary and secondary stages of education are yet to be received from the Chandigarh Administration.

Use of Minority Languages for Official Purposes

580. The official language of the territory is English. It appears that representations received from the public in other languages are replied to in English. In the courts, work is carried on in Urdu and English in accordance with the Punjab Reorganisation Act, 1966.

Recruitment to Services

581. During the Commissioner's visit to Chandigarh, the Chief Commissioner of Chandigarh said that generally officers were taken on deputation from the adjoining States of Haryana and Punjab. In case of recruitment through the Union Public Service Commission, no language qualifications

are prescribed. For recruitment to other posts including L.D.Cs. also, no language qualification has been prescribed. The Commissioner mentioned that earlier the Administration have stated that proficiency in the regional language was insisted upon as a pre-requisite for recruitment to services on the pattern of Punjab. However, it was confirmed during the discussions that the Chandigarh Administration was not insisting on the language qualification as a pre-requisite for recruitment to services. A clarification has also been received on this point from the Administration.

Machinery for Implementation of Safeguards

582. No machinery has been set up in the territory for implementation of the safeguards for linguistic minorities, nor has a pamphlet been published indicating the available safeguards.

DADRA AND NAGAR HAVELI

583. Dadra and Nagar Haveli has a population of 57,963 according to the 1961 Census. The more important languages/dialects according to the numerical strength of their speakers are Varli, Gujarati, Kokna/Kokni/Kukna, Dhodia and Marathi, which are spoken by 51.47, 19.54, 12.91, 6.98 and 6.41 per cent respectively of the population.

Primary Education

584. Provision exists for facilities for instruction in the mother-tongue at the primary stage of education if there are 10 pupils in a class or 40 in the school desirous to have such instruction. Instructions have also been issued in April 1968 to open registers for advance registration of linguistic minority pupils desirous to have instruction in their mother-tongue. The media of instruction at the primary stage of education are English, Gujarati and Marathi. The Administration are of the view that Varli, being a spoken dialect with no script of its own, it has not been possible to impart instruction through the medium of Varli. It is felt that where Varli-speakers are in sizeable number in schools, at least teachers who can explain the lessons in Varli to the pupils with the help of the existing text-books may be employed.

585. Earlier, a reference was made by the Administration to the Census authorities as to how Varli has been grouped with Marathi. The Administration have been requested to intimate the result of the reference.

586. The number of Gujarati medium schools rose from 67 in 1967-68 to 71 in 1968-69 and the number of pupils in such schools rose from 5,499 to 5,825. The number of sections remained 2 as in the previous year. In 1968-69, the number of Marathi schools and sections remained 17 and 2 respectively, as in the previous year, and there was 1 English medium school in 1968-69.

Secondary Education

587. There is a provision for imparting of instruction through different languages if the minimum strength of pupils are 15 in a class or 45 in classes VIII to X or 60 in classes VIII to XI.

588. Administration have issued instructions in April 1968 for opening of registers for advance registration of linguistic minority pupils.

589. There are also orders that inter-school adjustment should be made in the matter of admission of children belonging to the linguistic minority groups both at the primary and the secondary stages to ensure that no applicant is refused admission for the reason that the number of applicants is insufficient in the particular school where the application is made.

590. The territory of Dadra and Nagar Haveli merged with the Indian Union in 1961. The Administration have decided that the position in respect of primary and secondary school facilities including teachers as on 11th August 1961, in respect of separate schools and sections will be continued without any change. If the number of students belonging to any linguistic minority goes down so as to justify the reduction of facilities, such reduction will be made only with the specific sanction of the Administrator.

591. As in the previous year, in 1968-69 also there were three schools imparting instruction through the medium of Gujarati. According to another report received from the Dadra and Nagar Haveli Administration, there is another high school, where instruction is imparted through the media of Gujarati and Marathi.

592. Under the Three-language Formula, there are provisions to learn Hindi, English and Sanskrit.

Text-books and Teachers

593. The Administration have introduced the syllabus in force in the neighbouring State of Gujarat and the text-books prescribed in Gujarat are available for use in Gujarati medium schools. In case of schools with the Marathi medium, the syllabus in force in Maharashtra is being followed and text-books for imparting instruction through the medium of Marathi are also available. There is no shortage of teachers to teach through the media of English, Gujarati and Marathi. Untrained teachers are given stipends and deputed every year to the training colleges of the neighbournig States of Gujarat and Maharashtra.

Use of Minority Languages for Official Purposes

594. English is the official language of the territory. Arrangements have also been made to publish important Government notifications, etc., in Gujarati and Marathi in addition to English. No Translation Bureau has been set up at the headquarters. It has, however, been stated that in courts interpreters have been provided to assist the courts and the litigants, so that their dialect or language could be understood properly.

595. Applications received from the public in Gujarati are replied to in Gujarati. Applications received in Marathi are generally replied to in English.

Recruitment to Public Services

596. The media of examinations for recruitment to public services in the territory are English, Gujarati and Marathi, and the knowledge of the regional language is not a pre-requisite for recruitment.

Machinery for Implementation of Safeguards

597. It has been stated by the Dadra and Nagar Haveli Administration that as the territory is very small in area and population, a separate machinery for implementation of the safeguards for linguistic minorities has not yet been set up. However, pamphlet giving information about the safeguards provided for linguistic minorities have been published in English, Gujarati and Marathi.

DELHI

598. According to the 1961 Census, the population of Delhi is 26,58,612. About 77.38 per cent of the population are Hindi-speakers. The speakers of Punjabi, Urdu, Bengali and Sindhi constitute 11.94, 5.76, 1.37 and 1.32 per cent respectively.

Primary Education

599. The Administration have provided facilities for instruction at the primary stage through the mother-tongue of the linguistic minorities according to Article 300 of the Delhi Education Code. They have also issued orders to open registers for registration of linguistic minority pupils desirous to have instruction through their mother-tongue. Wherever necessary, inter-school adjustments are also made for admission of pupils belonging to linguistic minorities.

600. There are facilities for imparting instruction through the media of Bengali, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Sindhi, Tamil, Telugu and Urdu.

Secondary Education

601. The Administration have not yet issued orders to provide mother-tongue as the medium of instruction at the secondary stage according to the agreed formula.

602. There are facilities for instruction through the media of Bengali, Punjabi, Sindhi and Urdu.

603. In the Tenth Report it was mentioned that the Delhi Administration would consider providing facilities for instruction through the minority languages according to the agreed formula. The latest report received from the Administration indicate that the matter is under their consideration.

604. The Administration have issued orders for opening of registers for registration of linguistic minority pupils desirous of having instruction through the mother-tongue.

605. Orders have also been issued to the effect that school facilities including teachers as obtaining on 1-11-1956 for linguistic minority pupils both at the primary and the secondary stages of education are to be continued without diminution.

606. The statistical data of educational facilities in minority languages of 1968-69 have been received from the Delhi Administration. But the statistical data of 1967-68 are still awaited.

Text-books

607. There is no shortage of text-books in Punjabi, Sindhi and Urdu. As regards books in other languages like Bengali, Tamil, Telugu, it has been reported that owing to every small number of pupils, it has not been possible to provide text-books, excepting those on language subjects. However, notes are given by teachers of minority languages and some suggestive books are prescribed in different subjects. The Delhi Administration have a plan to translate into different languages books on history, geography, civics, physics, chemistry and biology.

Teachers

608. There have been no reports about shortage of teachers capable of teaching through minority languages both at the primary and secondary stages of education. Minority language teachers are also recruited from other States, when necessary. There is some arrangement in Delhi for training Urdu teachers.

Use of Minority Languages for Official Purposes

609. Hindi and English are used as official languages. Important publicity materials are also published in Punjabi and Urdu. It appears that no translation bureau has been set up at the headquarters. In respect of representations received from the public in Urdu, there are arrangements for sending replies in the same language. Similar arrangements are under consideration for replies to representations received in Punjabi.

Recruitment to Public Services

610. The media of examinations for recruitment to public services under the Delhi Administration are Hindi and English. Earlier, it was reported that recruitment examinations only for lower division clerks were held by the Delhi Administration. Knowledge of Hindi and English is essential for recruitment to various posts under the Administration.

Machinery for Implementation of Safeguards

611. At the Government level, the Secretary (Coordination), and in the field, the Joint Director of Education have been appointed linguistic minority officers.

612. The Delhi Administration has not yet agreed to bring out a pamphlet regarding the available safeguards for linguistic minorities in Delhi. It is hoped that the Delhi Administration may take action for such a publication, as it will be of help to the linguistic minorities, who will be able to understand the safeguards and seek the assistance of the concerned authorities, whenever required.

GOA, DAMAN AND DIU

613. Goa, Daman and Diu has got a population of 6,26,667. Accroding to the Goa, Daman and Diu Government, the Census taken before the Liberation in 1960, does not reflect the correct position regarding linguistic minorities. They have not, therefore, furnished and linguistic break-up of the population. However, working on the basis of the available data, speakers of Konkani, Gujarati, Marathi, Urdu, Portuguese constitute 88.81, 5.57, 1.89, 1.52 and 1.46 per cent respectively of the population.

Primary Education

614. It appears that the Goa, Daman and Diu Government have not yet issued orders for provision of facilities for instruction through minority languages according to the agreed scheme of safeguards. However, facilities exist for imparting instruction through the media of English, Gujarati, Hindi, Kannada, Konkani, Marathi, Portuguese and Urdu.

615. The figures of primary schools and sections imparting instruction through the media of English and Gujarati in 1967-68, which were not furnished earlier, have now been sent by the Goa, Daman and Diu Government. The decrease in the enrolment of students having their instruction through Urdu at the primary stage in 1967-68 has been stated to be a chance fluctuation on the attitude of guardians, though the number of Urdu sections registered arise.

616. The statistical data for 1968-69 have been furnished.

617. *English*—When compared with the figures of 1967-68, the English medium schools went down from 37 to 31 in 1968-69, but the sections imparting instruction through English went up from 192 to 217. The number of pupils also rose from 22,110 to 24,092. The number of teachers also went up from 627 to 678.

618. *Gujarati*—The number of Gujarati medium schools came down to 1 from 2, but the number of sections went up from 34 to 41. The number of students went up from 6,140 to 7,124. There was also an appreciable rise in the number of teachers. Investigations revealed that one of the two Gujarati medium primary schools which existed during 1967-68 was upgraded to a secondary school during 1968-69 and the primary portion was classified as a section.

619. *Hindi*—There was 1 section imparting instruction through Hindi as against 2 in the previous year. The number of pupils also came down from 105 to 91

620. *Kannada*—The number of sections imparting instruction through the medium of Kannada rose to 3 from 2 of 1967-68. The number of students also increased from 81 to 207.

621. *Konkani*—The number of schools imparting instruction through medium of Konkani rose from 12 to 14 in 1967-68. The number of sections came down to 32 from 37. There was also a fall in the number of students from 3,420 to 3,256.

622. *Marathi*—The number of schools and sections imparting instruction through Marathi rose from 18 and 656 to 19 and 729 respectively. There was also increase in the number of students from 52,814 to 57,908 and the number of teachers also went up from 1,301 to 1,420.

623. *Portuguese*—The number of sections imparting instruction through Portuguese came down to 3 from 7. There was also a fall in the number of students and teachers. Earlier, it was stated by the Goa, Daman and Diu Government that after the Liberation, the demand to learn through the medium of Portuguese had been going down.

624. *Urdu*—Though the number of schools imparting instruction through Urdu continued to remain at 3, the number of sections went down from 26 to 24. It has been reported that two Urdu medium sections ceased to exist in 1968-69 for want of minimum number of students to run the classes. However, the number of pupils getting their instruction through the medium of Urdu rose to 1,700 from 1,524.

Secondary Education

625. The Goa, Daman and Diu Government do not appear to have issued orders according to the agreed scheme of safeguards for linguistic minorities for provision of facilities for instruction through the mother-tongue at the secondary stage of education. However, facilities exist for instruction through the media of English, Gujarati, Marathi and Urdu. In 1967-68, there was also one Hindi medium school in the Territory and in 1968-69 this was converted into an English medium school.

626. The figures of schools imparting instruction through the media of English, Gujarati and Marathi in 1967-68 which were not furnished earlier, have been provided by the Goa, Daman and Diu Government. The statistical data for 1968-69 are analysed below :—

627. *English*—The number of schools imparting instruction through English went up to 168 from 159 in 1967-68 with consequent rise in the number of students and teachers from 40,909 to 44,315 and 1,305 to 1,360 respectively.

628. *Gujarati*—The number of schools imparting instruction through Gujarati rose to 24 from 18. The number of students also went up to 3,007 from 2,773. The number of teachers went up to 97 from 87.

629. *Marathi*—The number of schools imparting instruction through Marathi went up to 192 from 180 with consequent rise in the number of students and teachers, which went up from 10,771 to 12,602 and 614 to 666 respectively.

630. *Urdu*—The number of schools imparting instruction through Urdu came down to 7 from though there has been a rise in the number of students from 335 to 370. It has been reported that 1 Urdu medium secondary school was closed down in 1968-69.

Use of Minority Languages for Official Purposes

631. It appears that necessary orders for use of minority languages for official purposes at different levels of administration have not yet been

issued and the official work is carried on in English. As earlier stated, the Goa, Daman and Diu Government are of the view that as the authentic figures about linguistic break-up of the population are not available and the figures as revealed in the Census taken before the Liberation are not authentic, it has not been possible to issue orders for use of minority languages for official purposes.

Recruitment to Public Services

632. Information is yet to be received from the Goa, Daman and Diu Government about the policy being followed regarding recruitment to Serivces.

Machinery for Implementation of Safeguards

633. No machinery for implementation of safeguards for linguistic minorities appears to have been set up and a pamphlet has also not been brought out.

HIMACHAL PRADESH

634. According to the 1961 Census, the population of Himachal Pradesh is 13,51144. The linguistic break-up of the population has not been furnished by the Himachal Pradesh Government. According to the available data, Hindi is spoken by 10.63 per cent of the population. The speakers of Pahari-unspecified, Mandeali, Sirmauri, Punjabi, Bharmauri/ Gaddi, Chameali and Kanauri constitute 38.47, 16.76, 8.24, 6.32, 4.02, 3.41 and 2.09 per cent respectively of the population. Consequent upon the recent reorganisation of the Punjab, some areas which were earlier parts of the Punjab came to Himachal Pradesh. Therefore, the figures mentioned above might have undergone some changes. It would be helpful if the Himachal Pradesh Government could prepare the linguistic break-up of the total population.

Primary Education

635. Accodding to the available information, orders are yet to be issued by the Himachal Pradesh Government that facilities for instruction at the primary stage through the mother-tongue of linguistic minorities will be provided according to the all-India decision on the subject. There are orders for providing facilities for instruction through the medium of Punjabi in deserving cases, whereas previously only Hindi could be the medium of instruction.

Secondary Education

636. At the secondary stage of education also, Punjabi can be a medium of instruction, whereas Hindi was the only permissible medium earlier.

637. As there are speakers of other minority languages also in the Union Territory, the Himachal Pradesh Government have been requested to make necessary arrangements for provision of facilities for instruction through the mother-tongue of linguistic minorities at the primary and secondary stages of education, provided the stipulated number of pupils are available.

638. According to the available information, under the Three-language Formula, pupils have to learn Hindi, English and Urdu.

639. Statistical data of educational facilities at the primary and secondary stages of education have not been furnished by the Himachal Pradesh Government.

640. The question of providing facilities to learn Punjabi as a language subject in the schools in Himachal Pradesh was referred to the Himachal Pradesh Government. The Himachal Pradesh Government have stated that any change in the existing language formula, which provides for learning Hindi, English and Urdu, will entail other problems. The Himachal Pradesh Government, therefore find no justification to revise their decision and provide Punjabi as an alternative to Urdu. Recently, the Himachal Pradesh Government have issued an order making provision for instruction through the medium of Punjabi at the primary and secondary stages of education. However, this order also states that it will not entitle any pupil to learn Punjabi as a language subject at the primary and secondary stages of education.

641. The demand of the Punjabi-speakers for additional facilities for the teaching of Punjabi and its recognition as a second language in place of Urdu was further discussed by the Commissioner with the Chief Minister of Himachal Pradesh recently. The Chief Minister said that the grievance of the Punjabi-speakers was unfounded. In March 1968, the State Government had ordered that whenever there were demands from Punjabi-speakers, the State Government would arrange to make necessary facilities to meet their requirments. The Chief Minister also stated that in case of any further demands by them, the Punjabi-speakers should furnish concrete cases. The Chief Minister also added that the claim of Punjabi-speakers to declare Punjabi as a second language in place of Urdu cannot be accepted by the State Government.

Text-books and Teachers

642. There have been no reports about shortage of text-books and teachers; perhaps because no minority language is being used as a medium of instruction.

Use of Minority Languages for Official Purposes

643. The official language of Himachal Pradesh is Hindi. It is felt that on the basis of the available information the Himachal Pradesh Government may draw up a list of the districts, tehsils and municipalities, where a linguistic minority constitutes 15 per cent or more of the population. Replies to representations received from the public are sent in English or Hindi.

Recruitment to Services

644. The media of examinations for recruitment to public services in Himachal Pradesh are Hindi and English and knowledge of Hindi is a prerequisite for recruitment to such services. The prescription of the knowledge of the regional language is not in consonance with the decision of the Chief Ministers' Conference.

Machinery for Implementation of Safeguards

645. The Himachal Pradesh Government have not set up a machinery for implementation of safeguards for linguistic minorities, nor have they designated a linguistic minority officer.

LACCADIVE, MINICOY AND AMINDIVI ISLANDS

646. According to the 1961 Census, the total population of Laccadive Minicoy and Amindivi Islands is 24,108. The speakers of Malayalam and Mahl constitute 83.08 and 16.52 per cent respectively of the population.

Primary Education

647. The medium of instruction at the primary stage of education is Malayalam. In the Minicoy Island, lessons are explained by the teachers in the Mahl language with the help of the Malayalam text-books. It has also been reported that facilities have been provided to teach Mahl as a language.

Secondary Education

648. The medium of instruction at the secondary stage of education is Malayalam, except at the higher secondary stage, where the medium of instruction is English. At the secondary stage, there is provision to learn Malayalam, which is the mother-tongue of the majority.

649. Registers for advance registration of linguistic minority pupils desirous to have instruction through their mother-tongue both at the primary and secondary stages of education have been opened in all schools. It has been reported that no application has so far been received for instruction through the medium of a minority language.

Text-books and Teachers

650. As the curricula followed in the Union Territory is modelled on the lines of Kerala State, there is no shortage of text-books. No text-books are available in Mahl. However, it has been stated that a large majority of the teachers working in the Minicoy Island know the Mahl language.

Use of Minority Languages for Official Purposes

651. Malayalam is the regional language, but official correspondence is generally done through English. Representations from public are usually received in English or Malayalam and the replies are also sent either in English or Malayalam. The Mahl-speakers are concentrated in the Minicoy Island. The administration have stated that replies to representations in Mahl are explained in that language. The main features of important laws, rules, regulations, etc., are explained in Mahl in the Minicoy Island and in Malayalam in the rest of the area.

Recruitment to Services

652. Proficiency in the regional language is not a pre-requisite for recruitment to public services in this Union Territory.

Machinery for Implementation of Safeguards

653. No separate machinery for implementation of the safeguards for linguistic minorities has been set up and no linguistic minority officer has been appointed.

MANIPUR

654. According to the 1961 Census, the total population of Manipur is 7,80,037. Manipuri/Meithei-speakers constitute 64.46 per cent of the population. The speakers of Tangkhul, Thado, Mao and Nepali constitute 5.63, 3.67, 3.69 and 1.74 per cent respectively of the population.

Primary Education

655. The Manipur Government have not yet issued orders for instruction in the mother-tongue, according to the agreed formula.

656. It appears that arrangements are yet to be made for advance registration of linguistic minority pupils, inter-school adjustment of linguistic minority pupils and non-diminution of facilities for instruction through minority languages.

657. According to the available information, facilities exist for imparting instruction through Bengali and Hindi. It has been stated by the Manipur Government that, wherever possible, teachers explain the lessons in the mother-tongue of the pupils. The progress made in introducing certain major dialects as language subjects at the primary stage is yet to be intimated by the manipur Government. The statistical data about educational facilities in minority languages for 1967-68 and 1968-69 are yet to be received from the State Government.

Secondary Education

658. It was stated by the Manipur Government that orders had been issued for providing the mother-tongue as medium of instruction at the secondary stage if a minimum strength of 60 pupils in the last four classes and 15 pupils in each class were available. But a copy of the specific orders has not been received.

659. There are facilities for instruction at the secondary stage through Bengali, Hindi and English. Manipuri is also used as a medium up to Class VIII in several schools. The statistical data of educational facilities for 1967-68 and 1968-69 are yet to be received.

660. It appears that in the Three-language Formula being followed in Manipur, there are no facilities for learning the mother-tongue in case of pupils who are not Bengali and Hindi-speakers.

Text-books

661. The information regarding the progress made in production of text-books in tribal languages is awaited from the Manipur Government. Text-books for use at the primary and secondary stages of education in Bengali and Hindi are available.

Teachers

662. Whenever available, teachers knowing tribal dialects are appointed to explain lessons in the mother-tongue of the pupils. The Manipur Government have said that teachers to teach through minority languages are not in adequate number and there is acute shortage of such teachers in secondary schools. Information about the steps taken to overcome the shortage is yet to be intimated.

Use of Minority Languages for Official Purposes

663. The official languages of Manipur is English. The Manipur Government have prepared a list of the areas, where speakers of a minority language constitute 15 per cent or more of the population.

664 It is felt that important Government notices and publicity materials should be issued in the minority language also in the concerned areas.

665. Representations received from the public are replied to in English and Hindi.

Recruitment to Services

666. English is the medium of examinations for recruitment to public services in Manipur. Knowledge of the local language is one of the essential or desirable qualifications in almost all rules for recruitment to Class I and Class II posts. The Manipur Government have been requested to reconsider the question of deletion of the language qualifications.

Machinery for Implementation of Safeguards

667. At the State level, the Chief Commissioner, Manipur, coordinates the work relating to the safeguards for linguistic minorities. He is assisted in this work by the Chief Secretary. The Education Secretary works as the special officer. At the district level the responsibility for coordination of the work relating to the safeguards is with the Deputy Commissioner, Manipur.

668. The Manipur Government are yet to bring out a pamphlet detailing the safeguards for linguistic minorities available in the State.

PONDICHERRY

669. According to the 1961 Census, out of a total population of 3,69,079 in Pondicherry, the speakers of Tamil, Malayalam and Telugu constitute 88.29, 5.61 and 4.40 per cent respectively.

Primary Education

670. The Pondicherry Government have not yet issued orders that facilities for instruction through the mother-tongue of linguistic minorities will be provided at the primary stage according to the agreed scheme of safeguards. Facilities exist for instruction through the media of English, French, Malayalam, Tamil and Telugu.

Secondary Education

671. At the secondary stage of education also, orders are yet to be issued that facilities for instruction through the mother-tongue will be provided according to the agreed scheme of safeguards. At present, English, French, Malayalam, Tamil and Telugu are being used as media of instruction at the secondary stage.

672. Although there are arrangements for instruction through English, French, Malayalam and Telugu, both at the primary and secondary stages, the specific orders have not been issued. When the Commissioner visited Pondicherry in 1968, the Chief Minister agreed to get the orders issued as early as possible. It was also agreed to issue orders for opening of registers for advance registration of linguistic minority pupils.

673. Provision exists to learn the mother-tongue as a language subject in the Three-language Formula.

674. The Pondicherry Government have supplied the statistical data of educational facilities at the primary and secondary stages of education available through the media of English, French, Malayalam and Telugu only. These figures pertain to 1968-69, but as the figures of earlier years have not yet been received a comparative analysis is not possible. The Pondicherry Government are being requested to supply the figures of earlier years as well.

Text-books and Teachers

675. It appears that text-books and teachers are available for imparting instruction through the media of English, French, Malayalam, Tamil and Telugu, both in primary and secondary schools.

Use of Minority Languages for Official Purposes

676. English and French being the official languages of Pondicherry, all Government notices, rules etc., are being published in these languages. The Pondicherry and Karaikal regions are mainly Tamil-speaking. The Mahe region is mainly Malayalam-speaking, and the Yanam region is mainly Telugu-speaking. Block Development Offices and Revenue Offices at village level use Tamil in correspondence with the public in the region where Tamil-speakers are preponderant. Similarly, Malayalam is used in the Mahe region and Telugu in the Yanam region for communication with the members of the public. In respect of communication in other departments, English or French are used. A translation bureau has not yet been set up at the Government headquarters.

Recruitment to Services

677. English and French are media of examinations for recruitment to public services in Pondicherry. Knowledge of the regional language is not a pre-requisite for entry into services.

Machinery for Implementation of Safeguards

678. The Union Territory is yet to set up a machinery according to the all-India decision on the subject for implementation of the agreed scheme of safeguards for linguistic minorities. As such, a linguistic minority officer has not also been appointed.

679. A pamphlet detailing the safeguards for linguistic minorities in Pondicherry has not been brought out, though in the discussions the Commissioner had with the Chief Minister in 1968, it was agreed that such a pamphlet would be published. The Pondicherry Government appear to have changed their earlier view as they now feel that there is no need for such a publication.

TRIPURA

680. According to the 1961 Census, the total population of Tripura is 11,42,005. Bengali-speakers constitute 65.22 per cent of the population, whereas speakers of Tripuri and Manipuri/Meithei constitute 24.86 and 2.45 per cent respectively.

Primary Education

681. The Tripura Government have accepted, subject to local conditions, the principle of imparting instruction at the primary stage through the mother-tongue. Lessons are explained through Tripuri in primary schools for the benefit of those pupils whose mother-tongue is Tripuri. Steps have also been taken to impart instruction through Tripuri on an experimental basis in a junior basic school at Agartala. Tripuri Primers (Part I and II) prepared by the State Government have been prescribed for teaching Tripuri in the school. The Tripura Government have stated that Tripuri cannot be made the medium of teaching till text-books are prepared in all subjects. The Mizos living in the Jampui hills of Tripura are given instruction through Lushai, their mother-tongue. The medium of examination also for them in Lushai. There are no arrangements for imparting instruction through Manipuri in Tripura.

682. The Tripura Government have issued instructions for opening registers for advance registration of linguistic minority pupils desirous to have instruction in the mother-tongue. The actual progress achieved in opening such registers has also been intimated by the Tripura Government.

683. The statistical data for 1968-69 are analysed below :—

684. *Lushai*—The number of schools imparting instruction through Lushai (Mizo) remained 17 as in the previous year, but the number of students and teachers went up to 757 and 29 from 696 and 27 respectively.

685. *Tripuri*—The number of schools in which the subject matter was explained in Tripuri went up to 158 from 127 of the previous year. Similarly, the number of students and teachers went up to 7,128 and 234 from 6,164 and 196.

Secondary Education

686. Bengali is the sole medium of instruction at the secondary stage of education in Tripura. There are no facilities for imparting of instruction at the secondary stage through any minority language.

687. The secondary schools of Tripura being affiliated to the Board of Secondary Education, West Bengal, the Three-language Formula followed in West Bengal is current in Tripura.

Text-books

688. Tripuri Primers for Classes I and II have been brought out by the Tripura Government. No text-book on other subjects in Tripuri is yet available. The Tripura Government fell that for preparation of such text-books, a thorough study of Tripuri by a body of experts will be necessary and this will naturally require a long time. It appears that there is no shortage of text-books in Lushai.

Teachers

689. Teachers in basic training colleges are given a course in Tripuri, so that they may explain the lessons to Tripuri-speaking children, as far as possible. Cash rewards are given to teachers of primary schools acquiring proficiency in the use of Tripura. For appointment of teachers, consideration is also given to the qualified candidates belonging to linguistic minority groups.

Use of Minority Languages for Official Purposes

690. According to the Tripura Official Language Act, 1965, Bengali has been declared to be the language for official purposes. According to the Tripura Government, most of the other dialects spoken in Tripura including Tripuri, which is the main minority language in Tripura, have got no script of their own. However, the Mizos, a small minority living in a particular area of Tripura, have adopted the Roman script. Generally, representations from the public are received in Bengali and English, and as far as possible they are replied to in the same languages.

Recruitment to Public Services

691. In Tripura, the Medium of examination for recruitment to public services in English. The Tripura Government have accepted the principle that in recruitment to State Service, knowledge of the regional language should not be a pre-requisite.

Machinery for Implementation of Safeguards

692. Matters regarding safeguards for linguistic minorities are dealt with by the Chief Secretary at the State level, while he District Magistrate is responsible for such work at the district level.

693. The Tripura Government have stated that Bengali, which is the regional language of Tripura, is understood by about 80 per cent of the total population. Moreover, most of the tribal dialects except Lushai, have got no script of their own. Hence the Government felt that it is not necessary at present to bring out a pamphlet detailing the safeguards for linguistic minorities.

CHAPTER III

CONCLUDING REMARKS

694. The scheme of safeguards for the linguistic minorities and the extent to which they have been implemented are broadly indicated in the foregoing Chapters.

695. It is felt that the provision of safeguards for the linguistic groups which are in minority in different States should be such as to avoid the linguistic minorities being reduced to the status of inferior citizens.

696. The Commissioner had the opportunity of meeting the Chief Ministers, State representatives and the linguistic minorities in most of the States and Union Territories and discussed with them the problem of linguistic minorities. Some important aspects, which had emerged are discussed in the following paragraphs :—

697. During the visit to Gandhidham in Gujarat State, the Commissioner was happy to note a very healthy atmosphere existing in two of the primary schools run by the Adipur Panchayat. In these two schools instruction was imparted in three different media—namely Hindi, Sindhi and Gujarati in three sections. They also had the other two languages taught as language subjects in these two schools. The majority language could easily become the language of the play ground and even of class room. The language environment of the school, thereby gets broadened so as to bring the children both of the minority and majority groups closer even at the primary stage. A slight adjustment on the part of the State Government would help to create a mutual understanding with the minority groups.

698. Under the Sachar Formula, both Punjabi and Hindi were recognised as regional languages and were media of instruction in respective Punjabi and Hindi speaking areas in erstwhile Punjab. Facilities for instruction through other languages, *i.e.* Hindi in Punjabi area and Punjabi in Hindi area at primary and secondary stages were also provided.

699. Haryana Government had earlier intimated that Hindi was the sole medium of instruction in the State and facilities for study of Punjabi and Urdu as language subjects were being provided for the benefit of the Punjabi and Urdu speakers in Haryana. The State Government have later issued orders for continuation of Punjabi as medium of instruction in private Punjabi medium schools. They also impressed upon such schools to provide facilities for learning of Hindi as language subject to avoid difficulties in future. From the fact that the Government of Haryana have extended concession for instruction through Punjabi medium in private schools, it is clear that there are sizeable number of Punjabi-speakers in the State.

700. Similarly, the provision of Sachar formula was continued till the academic session of 1968-69 in the reorganised State of Punjab. But later, the Government of Punjab have decided to make Punjabi the only medium of instruction in all Government schools, and to teach Hindi as a compulsory language subject from class IV onwards. In case of Hindi medium private schools, the State Government have yet not taken any decision.

701. The best course would have been for the Governments of Haryana and Punjab to leave the Sachar formula undisturbed so as to continue the facilities for study through Hindi and Punjabi media as prior to reorganisation. By passing the initiative for providing facilities for instruction through mother-tongue to private schools, the State Governments have not kept in view the difficulties which will be experienced in localities where the linguistic minorities may not be in a position to gather sufficient resources for opening private schools. It is always desirable that before the existing arrangements are changed, State Governments could take note of the needs of linguistic minorities so as to avoid the feeling that the decision taken by the majority group who control the State apparatus, is forced on the linguistic minorities.

702. The question of providing facilities or instruction through mother-tongue to Konkani-speakers in Mysore has been engaging attention of the State Government since 1964. It has been seen that facility for instruction through Konkani medium exists in Goa, Daman and Diu. It will be appreciated if the Government of Mysore take final decision in the matter without any further loss of time so as to instil a feeling of confidence in the Konkani-speakers of Mysore.

703. Teachers are primary agents for conducting the class for linguistic minority pupils. The complaint about the dearth of qualified Sindhi and Urdu teachers in Rajasthan, Oriya teachers in Andhra Pradesh and Kannada teachers in Kerala is persisting. The States of Andhra Pradesh; Assam; Gujarat; Kerala; Madhya Pradesh; Maharashtra; Mysore; Orissa; Tamil Nadu; and West Bengal have reported availability of facilities for training of teachers. Unless some steps are taken by the State Governments to meet the existing demand, the shortage of teachers in minority languages in most of the States will become acute.

704. There are large concentration of tribal population in almost all the States and most of the Union Territories. But the facilities for instruction through tribal languages at the primary stage have been provided only in the States of Assam; Bihar; Nagaland; Madhya Pradesh; the Andaman and Nicobar Islands; and Tripura. In other States and Union Territories, not much has been done in this direction. In order that Article 350A could be inplemented and thereby provide instruction through tribal languages at the primary stage, the Commissioner had earlier recommended that in the eventuality of absence of text-books in tribal languages, teachers conversan in the tribal languages be appointed to such schools, so that they could explain to the pupils the lessons from the text-books in regional languages.

705. It would also be desirable to give incentives in shape of advance increment or cash awards, and thereby encouraging the teachers to learn tribal languages. The Tribal Development Departments in these areas will be in a better position to gauge the requirement of such teachers and the Education Departments in the States could associate themselves so that adequate arrangements may be made for instruction through tribal languages/dialects. It will also be necessary for the State Governments to develop text-books in tribal dialects by using either Devanagari or regional languages as the script. The Madhya Pradesh Government, the Andaman and Nicobar Islands; and Tripura have already taken steps to compile such text-books.

706. Without qualified teachers, the linguistic minorities children will not be able to achieve the desired objectives. Language competence is of special importance for these teachers, because the class room must often compensate for the confusing language milieu of the community.

707. In general, teachers should be offered training facilities so as to enable them to teach in the minority language. Teachers exchange would also meet some of these problems. Financial incentives, in the shape of advance increments or cash awards, special arrangements for housing would doubtless encourage teachers to learn the language.

708. The Commissioner had earlier made the following suggestions for augumenting the strength of teachers in minority language :—

(i) Teachers may be recruited from neighbouring States;

(ii) Separate institutions be opened for training teachers to teach through the minority languages or seats be reserved for persons belonging to linguistic minorities in the existing institutions;

(iii) Arrangements be made with the Governments of neighbouring States to give facilities for training teachers on a reciprocal basis.

As convenient to the State Governments, action in these directions may be taken up to provide adequate number of teachers in minority languages.

709. The Commissioner desires to point out certain specific problems confronting some of the linguistic groups. The Sindhi language, though it has been included in the Eighth Schedule, is not a regional language in any of the States and it is being continued mainly due to the efforts of the Sindhi-speakers themselves. Facilities for instruction through Sindhi medium exist in the States of Uttar Pradesh; Madhya Pradesh; Gujarat; Maharashtra; Rajasthan; and Delhi.

710. There is some confusion about the script. It has been found that in these States both Devanagari and Arabic scripts are being used for instruction through Sindhi medium. During the visit of the Commissioner to Ahmedabad, Kandla, Gandhidham and Bhopal, it was observed that in the most of the schools some pupils follow the books through Arabic script while the others in Devanagari script in the same class.

711. The opinion among the Sindhi-speakers regarding the script for their language is considerably divided. Some of the people know only the Arabic script, while the other group follows Sindhi through Devanagari script. They feel that all their religious scriptures and cultural heritage are written in Sindhi in Arabic script, and there is a danger of this cultural heritage being atrophied, unless the younger Sindhi-speaking generation knows the Arabic script. Those who subscribe to Devanagari script feel that it would be helpful to learn Hindi better and also get better facilities for higher education.

712. The Government of Kerala have permitted the T. D. Primany schools in Cochin to teach Konkani as an additional language subject in the schools. They are, however, not agreeable to give grants-in-aid in respect of the teacher appointed for teaching of Konkani as a language subject, but have indicated that the grants will be considered if and when Konkani

is adopted as a medium of instruction. A trend has been observed that linguistic minorities in certain States prefer mother-tongue being taught as language subject to its being the medium of instruction. The linguistic minorities realise, in such cases, the utility of regional language for their proper adjustment in the State. This is a pointer to the fact that the knowledge of a common language will be an integrating factor and will bring the minority and the majority groups much closer.

713. The Commissioner is of the opinion that in schools providing instruction through the regional language the State Governments should encourage arrangements to teach the mother-tongue as a language subject if adequate number of pupils are forthcoming and sanction grants-in-aid in respect of teachers appointed to teach the language subject.

714. The following paras bring out the need for text-books in minority languages. The Conference of the Chief Ministers of States and Central Ministers held in August 1961 stressed the need for providing suitable text-books in primary and secondary schools. They were of the view that normally such books should be produced by the State Governments and should be so produced by the State Governments and should be so designed as to inculcate in the minds of the pupils an integrated outlook and sense of unity as well as basic cultural background of India. The National Council of Education, Research and Training, New Delhi, are preparing model text-books. The text-books in Hindi, History, Geography, Social Studies, Sanskrit, Science, Mathematics and Technology have been produced both for the primary and secondary stages of education. Most of these text-books have been adopted by the Delhi Board of Education and the Central Schools. The Union Territories of the Andaman and Nicobar Island; Laccadive, Minicoy and Amindivi Islands; and Manipur have also adopted a sizeable number of books. A large number of these books have also been adopted by the Government of Bihar and a few books by the Governments of Andhra Pradesh; Haryana; Nagaland; Punjab and Himachal Pradesh. Besides, these books have also been accepted for the use as reference/source material by the Governments of Andhra Pradesh; Gujarat; Jammu and Kashmir; Kerala, Madhya Pradesh; Maharashtra; Mysore; Punjab; Rajasthan; Tamil Nadu; and Uttar Pradesh; and the Union Territories of Dadra and Nagar Haveli; Goa, Daman and Diu; Pondicherry; and Tripura. Compared to the earlier position, larger number of States and Union Territories have agreed to utilise the books brought out by N.C.E.R.T.

715. A number of complaints about paucity of text-books have reached us from the States of Andhra Pradesh; Madhya Pradesh; Rajasthan; and Uttar Pradesh. Even in Rajasthan, where text-books have been brought out by the Nationalised Text-Books' Committee of the State Government, there are complaints regarding lack of Urdu books. The remedy to these complaints will be that the text-books brought out by N.C.E.R.T., to start with in certain subjects like General Science, Mathematics and Social Studies, may be followed by the States and Union Territories. In addition, if the distribution system could be more efficient so as to reach all interior areas, the needs of the linguistic minorities would be catered to.

716. In Madhya Pradesh, the minority languages of Bengali, Gujarati, Marathi, Punjabi, Sindhi, Telugu and Urdu are used as media of instruction at the secondary stage. However, the question papers for the Secondary Education Board Examinations are printed in Hindi, English, Marathi and Urdu only, though the pupils are permitted to write their answers in the

language of instruction. In case of Central Board of Education, the question papers are set in Hindi and English only, while the pupils in nearly all the States and Union Territories are permitted to write their answers in different media. A similar position also exists in West Bengal. The argument that the printing of question papers in other minority languages has not been found feasible because of lesser number of examinees, may sound reasonable. But at the same time, there is no denying the fact that in such a set-up the linguistic minority pupils is placed at a disadvantage as he has to follow the question papers in a language other than the medium of writing the answer. The Commissioner would appreciate if attempts are made by the State Governments to eliminate this hardship faced by the linguistic minority pupils. As a matter of principle, the question papers should be in the language in which the instruction is being imparted.

717. Radio broadcasts have become part and parcel of the life of our citizens. This is well illustrated from the demands received from Sindhi-speakers in Gujarat; Madhya Pradesh; Rajasthan; and Uttar Pradesh; Oriya-speakers from Andhra Pradesh; Konkani-speakers from Kerala; Sourashtram-speakers from Tamil Nadu; and Urdu-speakers from Uttar Pradesh and Mysore for broadcast of Radio programmes from the All-India Radio stations in their mother-tongues. These demands were referred to the Ministry of Information and Broadcasting, who find it difficult to arrange for broadcast of such programmes for pockets of linguistic minorities.

718. Radio broadcasts are not only the media for entertainment but are also very powerful agency for publicity and convey the news of the development activities to our masses in order to obtain their full support and cooperation in the field of important national activities. This calls for slight adjustment in arranging the broadcasts. Perhaps the problem can be met if, on the lines of External Services of All-India Radio, programmes on short wave be transmitted from some of the selected powerful Radio stations which could cover the wide areas where the minority language-speakers are mostly congregated. As regards the Sindhi programmes, Ministry of Information and Broadcasting have agreed to keep in view the suggestion to increase the broadcast of Sindhi programmes in mind if and when resources are available to expand the Sindhi programmes. The Commissioner would like that the Ministry of Information and Broadcasting may also devise some arrangements by which the aspirations of the linguistic minorities for short feature broadcasts in their languages could be arranged.

719. There have been instances where the orders of the State Government have not been complied with by the local bodies for providing facilities to linguistic minorities. To quote an instance, the Zila Parishad, Amravati refused the request of Korku tribal community for instruction through Hindi medium at the primary stage. In spite of the advice of the Government of Maharashtra, they are reluctant to provide the facility. Now the State Government have informed that they are examining the legal feasibility of issuing a directive to the Zila Parishad, Amravati under the provisions of the Maharashtra Zila Parishad and Panchayat Samitis Act, 1961, directing the Zila Parishad to provide adequate facilities for instruction in Hindi at the primary stage of education to the children belonging to Korku tribals and other linguistic minority groups. To meet the situation, it seems necessary that the State Governments should enact sufficient provisions in the Acts governing Zila Parishads, Municipalities and other local bodies so that they are legally bound to implement the orders of the

State Government for providing facilities to the linguistic minority groups. Unless such a step is taken, the implementation of safeguards to linguistic minorities at lower levels will continue to remain unsatisfactory. These orders of the State Governments should be binding on the local bodies and this will eliminate one of the major areas of controversy at the local bodies' level.

720. The list of areas where a linguistic minority constitutes 15 per cent or more of the population have been brought out by the States with the exception of the States of Bihar; Nagaland; Orissa; and Punjab. In Assam; Jammu and Kashmir; and Maharashtra, though the State Governments have brought out such lists, arrangements for publication of notices, rules, etc. do not exist in minority languages. The reports that have been received about the actual implementation of the orders of the State Governments have already established that with the exception of few places these orders have not been implemented at all by district authorities either due to paucity of funds or lack of facilities. By and large, it is felt that the orders for publication of Government notices, etc.. in minority languages issued by State Governments have not been complied with. In areas where linguistic minorities constitute the prescribed percentage, it will be necessary on the part of the State Governments and Union Territories to ensure that their orders in this regard are brought to the notice of concerned district authorities with clear instructions that important Government notices, rules, etc., should be printed in concerned minority languages in such areas. The State Governments should also keep a watch on the compliance of these orders at subordinate levels.

721. It is encouraging to note that Kerala Government have decided to prescribe a compulsory test in minority languages Tamil or Kannada for all officers (other than Tamil and Kannada-speakers) working in Tamil or Kannada areas. An incentive of 20 per cent basic pay subject to a maximum of Rs. 25/- per month has also been sanctioned to such officers who qualify in the language test. This will popularise the study of minority languages amongst the Government officers and will minimise the difficulty that is being experienced by the linguistic minorities.

722. It has come to our notice that few of the State Governments are still using the regional language as a pre-requisite for entry into State Services, even though the Chief Ministers' Conference of 1961 decided that in recruitment to State Services knowledge of the regional language should not be a pre-requisite. No one can dispute the need for all public servants to be conversant with the official language of the State. We have to consider whether candidates belonging to the majority language group should have an advantage over the others. A plea has been put forth by some of the State Governments that because the Central Government consider knowledge of the official language or associate official language as a pre-requisite for entry into Union Services, the State Government should also insist upon knowledge of regional language as a pre-requisite for entry into State Services. What may be right in the case of India as a whole need not be true in the case of a State. The States Reorganisation Commission has aptly put it. . . States, whether they are reorganised or not, are and will continue to be integral parts of a Union which is far and away the more real politiical entity and the basis of our nationhood. .... The Constitution of India recognises only one citizenship, a common citizenship for the entire Indian people.....

723. By and large, the agreed scheme of safeguard is being implemented by all States. There are occasions where the linguistic minorities are not clear as to the existing facilities offered by the State Government. Therefore, it is considered desirable for the State Government to take steps to give publicity of the facilities offered by them by issuing a pamphlet. This recommendation has been reiterated in earlier Reports of the Commissioner. However, the position of publication of pamphlets is far from satisfactory. The pamphlets have so far been brought out by Andhra Pradesh; Gujarat; Kerala; Mysore; Tamil Nadu; Uttar Pradesh; and Dadra and Nagar Haveli only. The Commissioner recommends that the other States and Union Territories consider bringing out such pamphlets in the regional language as well as in the minority languages and distribute them widely in the areas where linguistic minorities are concentrated.

724. The statistical data of educational facilities provided to the pupils of linguistic minorities are not being furnished promptly by the State Governments. The Governments of Kerala; Madhya Pradesh; Punjab; Chandigarh; Dadra and Nagar Haveli; Delhi; Goa, Daman and Diu; Laccadive, Minicoy and Amindivi Islands; Pondicherry; and Tripura have furnished the statistical data pertaining to the year 1968-69 for the Eleventh Report but other States and Union Territories have not furnished this information. There are a number of States, *i.e.,* Nagaland; Orissa; and Andaman and Nicobar Islands, from where statistical data have not been received since 1965-66. The Government of Bihar have not furnished statistical data after 1963-64. It leads one to the surmise that the State Governments are not paying due attention to the collection of the statistical data for the facilities provided to the linguistic minority pupils and submission of these data in time to the Commissioner. A number of mistakes in the data furnished have also come to the notice. The submission of the statistical data is an annual feature and the State Governments and Union Territories should ensure that these are collected accurately and furnished within the prescribed period for inclusion in the Reports. Unless the statistical data are supplied regularly, the Annual Reports of the Commissioner will not give a correct assessment of the facilities extended by the States and Union Territories to linguistic minorities.

725. The desire of the linguistic minorities to preserve their mother-tongue and to pass it on to their children can be well appreciated, but at the same time they should recognise the necessity of a sound grasp of regional language. Linguistic minorities can at no time isolate themselves from the main stream of educational developments. Whatever may be the minor differences or adjustment, they must not militate against the sense of oneness of our great country. Unity means strength and progress.

Sd.

(SMT. MARAGATHAM CHANDRASEKHAR)
Commissioner for linguistic Minorities in India.

ALLAHABAD,
The 27th September, 1969.

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APPENDICES

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APPENDIX I

Resolution adopted at the Provincial Education Ministers' Conference in August 1949 and approved by the Central Advisory Board of Education and the Government of India.

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"The medium of instruction and examination in the Junior Basic Stage must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother-tongue by appointing at least one teacher provided there are not less than 40 pupils speaking the language in the whole school or ten such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue. The Regional or State Language, where it is different from the mother-tongue, should be introduced not earlier than class III and not later than the end of the Junior Basic Stage. In order to facilitate the switching over to the Regional Language as medium in the Secondary stage, children should be given the option of answering questions in their mother-tongue, for the first two years after the Junior Basic Stage.

In the Secondary stage, if the number of pupils, whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grants-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the School request for instruction in their mother-tongue. The Government will also require aided schools to arrange for such instruction if desired by one-third of the pupils provided that there are no adequate facilities for instruction in that particular language in that area. The Regional Language will, however, be a compulsory subject throughout the Secondary stage.

The arrangements prescribed above will in particular be necessary in metropolitan cities or places where a large number of people speaking different languages live or areas with a floating population speaking different languages."

APPENDIX II

EXTRACTS
FROM
GOVERNMENT OF INDIA
MEMORANDUM OF 1956

Primary Education : Attention is invited to clause 21 of the Constitution (Ninth Amendment) Bill providing for the addition of a new Article namely, 350A to the Constitution regarding facilities for instruction in the mother-tongue at the primary stage of education. The directions which may be issued by the President under Article 350A of the Constitution, as it is proposed to be enacted into law, are likely to be based on the resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this Conference should be brought into force in States and areas where they have not been adopted so far.

2. *Secondary Education* : The Commission has recommended that the Government of India should, in consultation with the State Governments, lay down a clear policy in regard to education in the mother-tongue at the secondary stage and take effective steps to implement it. The Commission has expressed the view that so far as secondary education is concerned, it will have to be treated differently from education at the primary stage, and has, therefore, not recommended constitutional recognition of the right to have instruction in the mother-tongue at the secondary school stage.

3. The resolution adopted by the Provincial Education Ministers' Conference in August, 1949, contemplated the following arrangements in regard to secondary education :—

(a) If the number of pupils whose mother-tongue is a language other than the regional or State language is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother-tongue of the pupils. Such schools organised or established by private agencies will be recognised for the purpose of grants-in-aid from Government according to prescribed rules.

(b) Government will also provide similar facilities in all Government and district board schools, where one-third of the total number of pupils of the school desire to be instructed in their mother-tongue.

(c) Government will also require aided schools to arrange for such instruction, if this is desired by one-third of the pupils, provided that there are no adequate facilities for instruction in that particular language in the area.

(d) The regional language will be a compulsory subject throughout the secondary stage.

The Central Advisory Board of Education, after taking into consideration the report of the Secondary Commission and the resolution on the subject passed by the All-India Council of Secondary Education, has assigned to the mother-tongue an important position in the curriculum at the secondary stage, so that pupils belonging to linguistic minorities may be enabled to study their mother-tongue optionally as one of the three languages which are proposed to be taught at the secondary school stage. The Government of India, as recommended by the Commission propose to lay down a clear policy in regard to the use and place of the mother-tongue at the secondary stage of education in consultation with the State Governments and to take effective steps to implement it.

4. *Affiliation of schools and colleges using minority languages* : Connected with the proposals contained in the preceding paragraphs is the question of the affiliation of educational institutions located in the new or re-organised States to appropriate Universities or Boards of Education. It is of course desirable that every effort should be made to evolve arrangements whereby educational institutions like schools and colleges

can be affiliated, in respect of courses of study in the mother-tongue, to Universities and other authorities which are situated in the same State. However, it may not always be possible to make such arrangements; and having regard to the number of institutions of this kind, it may sometime be convenient, both from the point of view of the Universities or the educational authorities concerned, and from the point of view of the institutions themselves, that they should be permitted to seek affiliation to appropriate bodies located outside the State. This may be regarded in fact as a necessary corollary to the provisions contained in Article 30 of the Constitution, which gives to the minorities the right to establish and administer educational institutions of their choice.

5. It is, therefore, proposed to advise the State Governments that in all such cases, affiliation to outside bodies should be permitted without difficulty. It is also necessary that any institution which is thus affiliated should not suffer from any disabilities in regard to grant-in-aid and other facilities, merely because it cannot, from an academic point of view, be fitted into the framework of educational administration within the State. It is, therefore, proposed that irrespective of affiliation to bodies situated within or without the State, all institutions should continue to be supported by the States in which they are located. Legislation regarding Universities or Boards of Education may, where necessary, be reconsidered from this point of view.

6. *Issue of directions by the President under Article* 347 *regarding the recognition of minority languages as official languages*: Attention is invited to Article 347 of the Constitution, which prescribes that on a demand being made in that behalf, the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language, to be recognised by that State, direct that such language shall be officially recognised in a portion or the whole of the State. The Commission has recommended that the Government of India should adopt, in consultation with the State Governments, a clear code to govern the use of different languages at different levels of State administrations and take steps under Article 347 to ensure that this code is followed.

7. The Commission has proposed that a State should be recognised as unilingual, only where one language group constitutes about 70 per cent or more of its entire population, and that where there is a substantial minority constituting 30 per cent or more of the population, the State should be recognised as bilingual for administrative purposes. The Commission has further suggested that the same principle might hold good at the district level; that is to say, if 70 per cent or more of the total population of a district consists of a group which is minority in the State as a whole, the language of the minority group and not the State language should be the official language in that district.

8. The Government of India are in agreement with those proposals and propose to advise the State Governments to adopt them.

9. The arrangements to be made for the purpose of recognising two or more official languages in a State or district which is treated as bilingual will be without prejudice to the right, which may be exercised under Article 350 of the Constitution by any one resident in the State to submit a representation for the redress of any grievance in any of the languages used in the Union or the State.

10. The Commission has further suggested that in districts or smaller areas like municipalities and tehsils, where a linguistic minority constitutes 15 to 20 per cent of the population of that area, it may be an advantage to get important government notices and rules published in the languages in which such documents may otherwise be published in the usual course.

11. The Government of India propose to suggest that State Governments should adopt the procedure suggested, as a matter of administrative convenience.

12. *Recognition of minority languages as the media for examinations conducted for recruitment to State Services*: Attention is invited to the Commission's recommendation that candidates should have the option to elect as the media of examination, in any examination conducted for recruitment to the State services (not including subordinate services), English or Hindi, or the language of a minority constituting about 15 to 20 per cent or more of the population of a State; a test of proficiency in the State language may in that event be held after selection and before the end of a probation. The Government of India propose to advise tate State Governments that these

suggestions should as far as possible be adopted. It is also proposed to recommend to the State Governments that where any cadre included in a subordinate service is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as a medium for the purpose of competitive examinations in the districts. The last-mentioned suggestion would follow as a necessary corollary to the acceptance of the Commission's recommendations referred to in paragraph 7 of this note.

13. *Review of residence rules and requirements* : The Commission has emphasised that the domicile tests in force in certain States operate to the disadvantage of minority group and has recommended that the Government of India should undertake legislation under Article 16(3) of the Constitution in order to liberalise the requirements as to residence. The Government of India have carefully examined various suggestions which have been made from time to time with reference to the form which legislation intended to be enacted by Parliament under Article 16(3) may take. They have reached the conclusion that it is, on the whole, neither necessary nor desirable to impose at the present time any restrictions, with reference to residence, in any branch or case of the State Services.

14. Certain exceptions may have to be made to the general rule of non-discrimination in the Telangana area, and the question of making special provision in regard to employment opportunities in certain backward areas may also have to be considered. It is expected, however, that these interim arrangements will not be continued beyond a transitional period.

15. *Agency for enforcing safeguards* : The States Reorganisation Commission had recommended that the Services of the States Governors should be utilised for enforcing the safeguards for linguistic minorities. The Commission had not contemplated the vesting of any discretionary functions in the Governors, and they recommended what was regarded as a simple procedure which could be adopted within the framework of the present constitutional arrangements. In the light, however, of the views expressed both in the Joint Select Committee and in Parliament on the States Reorganisation Bill and the Constitution (Ninth Amendment Bill, the Government of India now propose to provide for the appointment of a Minorities Commissioner at the centre on the pattern of the office of the Commissioner for Scheduled Castes and Scheduled Tribes. This officer will submit a report to the President on the working of safeguards for minor language groups at such intervals as the President may direct, and his report will be laid before each House of Parliament.

16. Before concluding, the Government of India would like to endorse the observations of the States Reorganisation Commission in the following passage of its report :—

> "We wish to emphasise that no guarantees can secure a minority against every kind of discriminatory policy of a State Government. Governmental activity at State level affects virtually every sphere of a person's life and a democratic government must reflect the moral and political standards of the people. Therefore, it the dominant group is hostile to the minorities, the lot of minorities is bound to become unenviable. There can be no substitute for a sense of fairplay on the part of the majority and a corresponding obligation on the part of the minorities to fit themselves in as elements vital to the integrated and ordered progress of the State."

APPENDIX III

EXTRACTS FROM DECISIONS BY SOUTHERN ZONAL COUNCIL IN 1960.

1. *Item* 1 *of the Agenda* : *Provision of facilities for instruction of linguistic Minorities in the medium of the mother-tongue in the primary stage of education.*

The Committee discussed the question of provision of facilities in primary and elementary schools in all States for the instruction of pupils belonging to the linguistic minorities in their own mother-tongue in the light of the resolution adopted on this subject at the Provincial Education Ministers' Conference held in August 1949. The question of the study of the regional language at the primary and post-primary stage by pupils belonging to the linguistic minorities was also discussed. The following decisions were finally taken :—

(i) The position in respect of pupil strength and school facilities including teachers as on 1st November 1956 in respect of separate schools and separate sections for linguistic minorities will be ascertained and continued without diminution in every one of the four States provided that, in respect of Telgu pupils in Madras and Tamil pupils in Andhra Pradesh, the crucial date will be 1st October 1953 and not 1st November 1956. If the number of pupils goes down, corresponding reduction of school facilities including teachers may be made; but no reduction should be effected in any individual case except under specific orders of the Government applicable to that case. If the number of pupils increases, additional facilities for teaching in the minority languages will be provided including teachers on a scale not less liberal than that applicable to the linguistic majority. There is no objection to any State making provision for teachers on a more liberal scale and in special cases where demand for such provision on a more liberal scale is made, the State Government concerned should take the special features of each such case into account in passing orders.

(ii) In order to implement the above safeguard, it will be provided that all primary schools shall entertain applications from parents belonging to the linguistic minority groups for the admission of their children and for their instruction in the mother-tongue for a period of three months ending a fortnight before the commencement of the school year. These applications should be entered in a register. Departmental arrangements should be made to see that no such applicant is refused admission for the reason that the number is insufficient in the particular school where the application is made; and that wherever necessary, inter-school adjustments are made in the matter of admission of the minority pupils.

(iii) Facilities will be provided in everyone of the four States for the study, by pupils belonging to the linguistic minority groups, of the regional language as an additional optional language from the IV Standard onwards so that pupils belonging to these groups may not be at disadvantage if at the secondary stage, they elect to study the regional language. These facilities will be financed by Government. That is to say, the facility will be provided freely in all schools under public management; *i.e.* Government or local body and the provision of such facilities in aided schools will be eligible for the usual grant from Government.

2. *Item* 2 : *Study of languages in the Secondary stage of Education.*

The question of making provision for the study of the mother-tongue by the linguistic minorities at the secondary stage of education without deviation from the three-language formula in the terms already accepted by all the States or the Southern Zone was discussed. It was noted that in everyon of the four States provision was being made or would be made under the reorganised syllabus of secondary education for the study of linguistic minorities of the mother-tongue in the secondary stage. In Madras a pupil belonging to the linguistic minority can offer the mother-tongue as an alternative either to the regional language (Part I of the language course) or to Hindi or other Indian language not included in Part I (Part II of the language course). In

Kerala, a pupil belonging to the linguistic minority can, in practice, offer the mother-tongue as an alternative only to the regional language. In Andhra Pradesh and Mysore he can take it as the first language, either as a complete alternative to the regional language or as part of a composite course consisting of more than one language. To the extent that the mother-tongue could be offered as an alternative to the regional language in all the States there was no compulsion to study the regional language. It was decided that this position was satisfactory and should continue. The recommendation of the Government of India that compulsory provision should be made for the study of linguistic minorities at the secondary stage of education of the regional language in addition to the mother-tongue was considered and it was decided in view of the number of languages involved that no such compulsion was necessary, desirable or even possible.

3. The question whether such qualification as may be generally prescribed in respect of proficiency in the regional languages for purposes of public employment need be relaxed in favour of linguistic minority pupils who elect to study their mother-tongue in lieu of the regional language was considered as part of the question of safeguards to be provided for the linguistic minorities in the matter of recruitment to the Public Services (Item 9 below).

4. *Item* 3 : *Provision of facilities for linguistic minorities for instruction with the mother-tongue as the medium of secondary stage of Education.*

The Committee discussed the question of provision of facilities for instruction of linguistic minorities in their mohter-tongue at the secondary stage of education. The Committtee took note of the resolution adopted on this subject by the Provincial Education Ministers' Conference in August 1949 which contemplated (i) the opening or recognition by Government of separate schools for linguistic minorities with instruction in their mother-tongue in areas where the number of such minority pupils justified the opening of separate schools. (ii) provision by Government of facilities for instruction in minority language media in all Government and Local Body Schools where 1/3rd of the total number of pupils desire to be instructed in their mother-tongue and (iii) action by Government to see that aided schools also arranged for such instruction in similar circumstances. The difficulties in providing for instruction in minority language media in the different groups of optional subjects in the academic and diversified courses in the Higher Secondary stage of education were also noted by the Committee. The point of view put forward by Madras was that the reference in the resolution of the Provincial Education Ministers' Conference to 1/3rd was unsatisfactory from the point of view alike of the linguistic minorities and Government, since in large school separate sections may become necessary and possible even if the ratio was less than 1/3rd while in small schools separate sections may be uneconomical and therefore impracticable even if the ratio exceeded one-third. This view found general acceptance. There was considerable discussion as to the minimum strength in each class and in the school as a whole which should be insisted upon for provision of facilities for instruction in minority languages. The following conclusions were finally arrived at unanimously :—

(i) The position existing on 1st November, 1956 in respect of separate secondary schools for linguistic minorities as well as separate sections for linguistic minorities in other secondary schools with particular reference to pupil strength and school facilities including teachers competent to teach in minority language should be ascertained and continued without change.

(ii) If the number of pupils decreases to such an extent as to justify reduction in any particular local area such reduction may be effected; but no reduction should be made in any individual case except under the specific orders of Government applicable to that particular case.

(iii) If the number of pupils increases, additional teachers should be provided in such relation to the increased pupil strength as may be justified by the rules generally applicable to all schools.

(iv) For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standards VIII to XI of the Higher Secondary Course and 15 pupils in each such standard will be necessary provided that, for the first four years aftter the commencement of provision of the facilities, a

strength of 15 in each standard which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic courses; and, where different groups of optional subjects are provided in the academic courses separately for each such group of optional subjects.

5. *Item 4 : Provision of facilities for instruction of linguistic minority pupils with English as the medium in the secondary stage of Education.*

Is it necessary that provision for instruction in the English medium should be made at all in secondary schools which are maintained or aided by the State ? If such provision is necessary should it be limited to any category of pupils or should it be available to all pupils without any restriction ? These questions were discussed at length by the Committee. It was noted that it was the accepted policy of all the four States that the regional language should be the medium of instruction at the secondary stage of education and that the only exception to this general rule was that pupils belonging to the linguistic minorities should be given instruction in the medium of their respective mother-tongues. In the guise of providing instruction in the English medium as a concession to linguistic minorities, this general policy should not be modified or deviated from. The Convenor was of the view that the children of migratory parents (whether belonging to the linguistic majority or the minorities) could be allowed to be educated in the English medium; since at present, that was the only language in which instruction was available in all parts of India. There was no case, however, for provision of similar facilities for children of non-migratory parents. If children of non-migratory parents of the linguistic minority groups could not, for any reason be given facilities for instruction in their own mother-tongue they should be educated in the regional language rather than in English. There was general agreement that provision should be made for imparting instruction in the English medium to children of migratory parents and that children of non-migratory parents of the lingustic majority group in each State should be educated only in the regional language. There was considerable discussion as to whether provision for instruction in the English medium should not be made for at least certain categories of children of non-migratory parents of the linguistic minority groups, the Andhra Education Minister expressing the view that, where it was not possible to provide for instruction of linguistic minority pupils in their own mother-tongue they should be allowed to opt for instruction in the English medium, if facilities for such instruction were available. The following conclusions were finally arrived at unanimously :—

(i) The position existing on 1st July, 1958 in respect of facilities for instruction in the English medium in separate sections of recognised secondary schools should be ascertained and continued without change.

(ii) Children of linguistic minority groups should be assured of the availability of places in such sections in numbers not falling short of the position as on 1st July 1958. Whether or not a similar assurance should be provided in respect of children of linguistic majority groups is a matter for each State to decide for itself.

(iii) Consistently with the foregoing, the State Governments should be free to implement their policy in respect of the medium of instruction in Secondary Schools effectively. They should be under no obligation to increase the facilities for instruction in the English medium Secondary schools in excess of the position existing on 1st July 1958; except in so far as the need therefor may arise as a result of future increase in the numbers of children of migratory parents (whether these belong to the linguistic majority group or linguistic minority groups).

6. *Item 5. Affiliations of schools and colleges using minority languages to bodies outside the State.*

The Government of India's proposal to advise State Governments that affiliation of schools and colleges and other educational institutions to bdoies outside the State in which they are functioning should be permitted without difficulty and that institutions thus affiliated should not suffer from disabilities in regard to grant-in-aid and other facilities was considered by the Committee, it was unonimously decided that there was no need to provide for affiliation of schools in any State to bodies outside the State. As for Colleges, it was a matter for the Inter-University Board to consider.

7. *Item* 6 : *Use of minority languages for Official purposes.*

The States Re-Organisation Commission has recommended that where there is a substantial minority constituting 30 per cent or more of the population of a State the State should be recognised as bi-lingual for administrative purposes and that if 70 per cent or more of the total population of a District is constituted by a group which is a minority in the State as a whole, the language of the minority group and not the State language should be the official languauge in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 per cent of the population, Government notices, Electoral Rolls etc., should be printed in both the languages and documents in minority languages should be permitted to be filed in Courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States constituting more than 30 per cent of the total population of the State or 70 per cent or more of the population of a District. It observed that neither the two safeguards contemplated by the States Reorganisation Commission (*viz.*, declaring the State to be bi-lingual or declaring a language other than that of the majority as the official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specific purposes in a district or a smaller area, it was decided that every municipal town and the non-municipal area of every taluk should be treated as a separate local area for this purpose and that a list of such local areas where 20 per cent of the people of a taluk or a Municipality spoke a language different from that of the majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared :—

(i) All important Government notices and Rules, Electoral Rolls etc., should be published in the minority language or languages.

(ii) Forms etc., to be used by the public should be printed both in the regional language and in the minority language.

(iii) Facilities for registration of documents in the minority languages should be provided.

(iv) Correspondence with Government offices in the minority language should be permitted.

(v) Permission should be given to file documents in the minority languages in the Courts in the areas.

(vi) An endeavour should be made to secure, in so far as this may be found practicable with due regard to administrative conveniences that the officers posted to work in such local areas are persons who possess adequate knowledge of the minority language.

The Andhra Pradesh Government which had originally proposed to take up the question of acceptance of the suggestions of the Commission in this matter along with the main question of prescribing the official language of the State agreed to fall in line with the other States in this matter.

8. *Item* 9 : *Safeguards for Linguistic Minorities in the matter of recruitment to the Public Services of the State.*

Item 9 being a general question of which item 7 and 8 were parts, it was taken up before consideration of the latter items.

9. The Committee noted that, in the matter of recruitment to the Public Services of the State, Linguistic Minority groups would not be put to any special difficulty where the official language of a State continued to be English and no conditions were imposed that a knowledge of the majority language of the State was necessary for recruitment to the Services or that competitive examinations for recruitment to the services should be written only in the majority language of the State. But Madras had declared Tamil to be the official language of the State, and had provided that to be eligible for appointment to any Service by direct recruitment a person should have an adequate knowledge of the official language of the State, namely, Tamil, a person with an adequate knowledge of Tamil being defined as one :—

(i) who has acquired knowledge in Tamil in the High School courses; or

(ii) who, whether his mother-tongue is Tamil or not. is able to speak, read and write Tamil; or

(iii) who has passed a second class language test in Tamil.

Madras had also withdrawn the option given till 1958 to candidates taking the group IV examinations conducted by the Madras Public Service Commission for recruitment of persons to the Madras Ministerial Services, Madras Judicial Ministerial Services etc., to answer in Telugu, Kannada, Malayalam or Urdu, the papers which should be answered in the regional language. thus making it necessary for a candidate taking this examination to answer these papers only in Tamil. This had created problems for the linguistic minorities who had suddenly been called upon to possess an adequate knowledge of Tamil as a condition precedent to State empolyment and to compete with Tamil speaking applicants in examinations in which Tamil was the medium. The same problems would be faced by linguistic minorities in the other States, when in due course they switched over from English to the respective State majority language as the official language. All the States therefore recognised the need for defining in precise terms the people who would be affected by policy decisions such as those taken by the Madras Government in this matter and to provide special safeguards for them in the matter of possession of adequate knowledge of the regional language and of the medium of competitive examinations for recruitment to the public services of the State. The Committee discussed specially the following questions :—

(1) how the persons to whom special safeguards should be given in the matter should be defined;

(2) what special safeguards should be given to them; and

(3) for what duration these safeguards should continue to be given.

10. Definition of persons eligible for safeguards.

The Government of Madras had originally proposed that safeguards in the matter of recruitment should be given to a particular class of people to be described as 'Linguistic Minorities' for this purpose and that such 'Linguistic Minorities' should be defined as consisting of "every person whose mother-tongue is Telugu, Malayalam, Kannada or Urdu, provided that, either parent of such a person was born within the present territorial limits of Madras State or has been permanently resident within such limits". While the Government of Mysore wanted that continuous residence of either parent for 5 years or more or specific evidence of a desire to settle permanently should be the qualification for definition of linguistic minorities, the Commissioner for Lingustic Minorities was of the view that the residential qualification prescribed in the Madras definition would contravene the provision of the Constitution. The Government of Madras, thereupon, obtained the opinion of their Advocate General regarding the constitutional validity of the definition proposed by them. His opinion which had been received in time was considered by the Committee. He was of the view that while there was no objection to limiting the class of beneficiaries eligible for relaxation of recruitment rules to a limited group among linguistic minorities, it was wrong to define the expression 'linguistic minorities' itself so as to include only this limited group. The place of birth of the citizen or his parent could not be made the criteria for any general definition of linguistic minorities. He therefore suggested, that the present objective being a strictly limited one, it was not necessary to define the term. 'Linguistic Minorities' but the persons to whom the benefit of relaxation of the recruitment rules would be given could be termed non-Tamilian candidates' or 'candidates having a mother-tongue other than Tamil' and defined as consisting or "every person whose mother-tongue is other than Tamil and who has passed the examination qualifying for the post in question through a College, School or other institution within Madras State." The Committee decided to accept this suggestion of the Advocate-General of Madras and agreed that relaxation of the rules relating to adequate knowledge of the regional language and medium of competitive examination in the matter of recruitment to services should be given to non-Tamilians in Madras, non-Telugus in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who would be defined as "all persons whose mother-tongue is a language other than Tamil (or Telugu or Kannada or Malayalam as the case may be) and who have passed the examination qualifying for the post for which recruitment is to be made from as Educational Institution within Madras (or Andhra

Pradesh or Mysore or Kerala) State". Persons belonging to be Linguistic Minority who had not passed the qualifying examination from an institution within the State would not be ineligible for recruitment to the services but they would not be entitled to the benefit of the relaxation of rules referred to above.

11. Nature of the safeguards :

As regards the nature of the relaxation to be given Madras had made the following proposals :—

(i) Adequate knowledge of Tamil as condition of eligibility for recruitment.

It should be open to any candidate belonging to the linguistic minorities of the State to apply for any post notwithstanding that at the time of such application he does not possess adequate knowledge of Tamil within the meaning of the general rules. He should be eligible for selection subject to the conditions specified in (iii) below.

(ii) Medium of examination.

Where Tamil is required to be offered as the medium of examination for any Public Examination held by the Madras Public Service Commission any candidate who is a member of linguistic minority in Madras State may if he so desire, offer his mother-tongue in lieu of Tamil subject to the conditions specified in (iii) below.

(iii) Conditions attached to relaxation of the Rules.

The relaxation of the general rules in terms of (i) or (ii) above will be subject to the condition that the selected candidate should pass the Second Class language test in Tamil within the time prescribed therefor as a condition precedent to completion of probation and confirmation of appointment to the permanent Public Services of the State.

The Committee approved of the above safeguards subject to the following modifications :—

(i) They shall be applicable to all non-Tamilians in Madras, non-Telugu in Andhra Pradesh, non-Kannadigas in Mysore and non-Malayalis in Kerala who are eligible for relaxation of rules with reference to the criterion specified in the previous paragraph.

(ii) The option in respect of the medium of examination should be to offer any one of the six languages, namely, Tamil, Telugu, Kannada, Malayalam, Urdu and English. It should be open to each of the States to provide for option to answer the examination in other Indian languages also.

(iii) The selected candidate should pass a test in the regional language whose standard should be a matter of common agreement between all the four States.

12. Duration of continuance of safeguards.

As regards the duration of continuance of these safeguards, the unanimous view was that the safeguards should be instituted now without a terminal date and a review of the question undertaken as soon after 1st July 1964 as possible when information regarding the number of persons availing themselves of the concessions would have become available.

13. *Item No. 7 : Recognition of minority languages as media in examinations conducted for recruitment to State Services.*

The Committee considered the suggestion of the States Reorganisation Commission that for recruitment to services known as State Services, that is to say, superior or gazetted services by competitive examination, a candidate should have the option to elect as medium of the examination the Union Language—English or Hindi or the language of a minority constituting 15 to 20 per cent or more of the population.

of the State as an alternative to the main language of the State a test of proficiency in the State language being held after selection and before the end of the period of probation. It was noted that this was only a part of the bigger problem dealt with under item 9 and that at present no linguistic minority was put to any difficulty in any of the four States in the matter of recruitment to the State Services as the medium of such competitive examinations as were held was English. It was agreed that safeguards for linguistic minorities in this matter should be provided by all the States in the following terms :

(i) Such safeguards would be applicable only to linguistic minorities whose mother-tongue is Tamil, Telugu, Kannada, Malayalam or Urdu and in Andhra and Mysore States alone, Marathi.

(ii) In the event of the medium of the competitive examinations for recruitment to any State Service being changed from English to the regional language of the State the option to answer the examination in English or Hindi should be given to these minorities.

(iii) There is no objection to any State extending this concession to linguistic minorities who speak languages other than those mentioned in item (i) above.

14. *Item No.* 8 : *Recruitment to Cadres of Subordinate Services treated as cadres for the Districts.*

The Government of India propose to recommend that, where any cadre included in the subordinate services of a State is treated as a cadre for a district, any language which has been recognised as an official language in the district should also be recognised as the medium for the purposes of the competitive examinations in the districts. The Committee noted that there was no district in any of the States in the Southern Region where 70 per cent of the people spoke a language other than the language of the State, which according to the States Reorganisation Commission was the condition necessary for declaration of a minority language as the official language of a district. This recommendation of the Government of India had therefore no application to any of the States of the Southern Region.

15. *Item No.* 10 : *Review of Residence Rules and Requirements.*

The Committee noted that all restrictions by way of domicile qualifications for entry into the services of a State having been abolished with the enactment by the Government of India of "The Public Employment (Requirements as to Residence) Act. 1957" no action was necessary in this matter.

16. *Item No.* 15 : *Agency for enforcing safeguards.*

The Committee noted that a Commissioner for Linguistic Minorities had been appointed at the Centre by the Government of India to submit a report to the President on the working of the safeguards for minority language groups at such intervals as the President may direct. The Committee took the view that it was also necessary to appoint a Standing Committee of the Southern Zonal Council to be the Agency for review and coordination of the implementation of the safeguards for Linguistic Minorities as accepted by all the States of the South Zone. Each one of the States of the Council would be represented on this Standing Committee by one of its Ministerial representatives on the Southern Zonal Council. This Committee would discuss all problems that arose with regard to the working of the safeguards for linguistic minorities. It was unanimously agreed that such a Committee should be constituted.

17. The Commissioner for Linguistic Minorities had sent a note to the Committee in which he had referred, among other things, to the practice prevailing in certain States of insisting upon adequate knowledge of the regional language as a condition precedent for admission to the Science courses in Arts and Science Colleges and to all courses in Porfessional Colleges and Polytechnics in the State and the complaints he had heard to the effect that the qualification is insisted on only in order to deny admission to linguistic minority candidates. The Committee noted that no such fanaticism existed in any of the four States of the Southern Region.
Region.

18. Modifications made to the report above at a meeting of the Southern Zonal Council held at New Delhi on 16th April 1960 were as follows :—

(a) The question whether schools in the States in the Southern Zone should be allowed to be affiliated to the institutions outside the State was discussed. Shri C. Subramamiam, Education Minister Madras, clarified that as far as colleges were concerned it was a matter for the inter-University Board to decide and not for the Governments. It was further clarified in the discussion that the examinations were held in schools in the States in the various minority languages and not only in the regional language of the State and should any problem arise, it would be considered by the Standing Committee, the establishment of which the Ministerial Committee has recommended.

(b) During the discussion, Shri Subramaniam stated that while any citizen of India with the requisite necessary qualifications was eligible to compete on equal terms for entry into the State Services, the Ministerial Committee had recommended the grant of certain concessions to linguistic minorities within each State. For this purpose, a candidate would be considered to be a member of a linguistic minority of a State if he had passed the requisite qualifying examination from that State and his mother-tongue was other than the regional language of the State Recruitment to the public service was not, however, limited by domiciliary restrictions which would offend against the Public Employment (Requirements as to Residence) Act, 1957, No such restriction existed in any of the four States of the Southern Zone.

It was agreed that Hindi should be added to the list of languages in which members of the linguistic minorities might answer the examination for recruitment to the public services.

(c) After some discussion, the Council approved of the Report and it was agreed that if any difficulty arose in giving effect to the decisions of the Committee the matter should be referred to the standing committee. As regards the composition of the proposed Standing Committee, it was decided that each State should be represented by a Minister, and the Vice-Chairman of the Zonal Council for the year should be the Convenor of the Committee. The Secretary of the Zonal Council for the year would be the Secretary of the Committee. It was also agreed that the Commissioner for Linguistic Minorities should be associated with the Committee.

APPENDIX IV

EXTRACTS

FROM

STATEMENT ISSUED BY MEETING OF CHIEF MINISTERS OF STATES AND CENTRAL MINISTERS HELD IN AUGUST 1961

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The main subject for discussion was the question of language in its various aspects. The Prime Minister opened the discussion by inviting attention to the provisions in the Constitution on the subject. He referred, in particular, to Articles 29, 30, 350A and 350B. He also referred to the Government of India's Memorandum of 4th September, 1956 which had been prepared after considering the recommendations of the States Reorganisation Commission in regard to safeguards for linguistic minorities. This had been issued after consultation with the Chief Ministers of the States. This memorandum was in the nature of an all-India code indicating the agreed minimum safeguards to be provided to the linguistic minorities in all the States.

2. While the general principles of the memorandum were re-affirmed, certain variations were agreed to, as stated below :—

(a) *Primary Education*

The right of linguistic minorities to have instruction in their mother-tongue at the primary stage of education was re-affirmed. This had indeed received constitutional recognition from Article 350A and the President is empowered to issue directions where necessary.

The decisions of the States in the Southern Zone in regard to primary education were accepted in principle. As these decisions had been taken in view of certain recommendations of the States Reorganisation Commission, they dealt with a particular situation then existing and are not wholly applicable to other States. But the principle was accepted and necessary adaptations can be made. The main objective is that no facilities previously available should be reduced and, wherever possible, further facilities should be given.

(b) *Secondary Education*

Here also, the general provisions of the 1956 memorandum were re-affirmed and the meeting accepted in principle the decisions of the States of the Southern Zone. These principles should be considered by State Education Departments with a view to adaptation to the present conditions prevailing in their States.

The mother-tongue formula could not be fully applied for use as the medium of instruction in the secondary stage of education. This stage gives a more advanced education to enable students to follow a vocation after school-leaving age and also prepares them for higher education in Universities. The languages-used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the district of Darjeeling in West Bengal, where special arrangements may be made.

3. The importance of providing suitable text-books in schools, both at the primary and the secondary stages, was emphasised. Normally these text-books should be produced by the State Governments and not be left to private enterprise. The text-books should be so designed as to inculcate in the minds of pupils an integrated outlook and a sense of the unity of India as well as of the basic cultural background of India. Also, they should provide an introduction to modern conditions in India and elsewhere. The preparation of such text books should be entrusted to persons of high quality. The Central Government should prepare model text books both for the primary and secondary stage.

4. The growth of the regional languages of India and their progressive use in education makes it essential to develop rapidly an all India language for inter-state communication, a purpose which has thus far been served by English. Although English will continue as such medium for some time to come, it is clear that urgent steps should be taken to promote Hindi so as to fulfil that purpose as early as possible. Otherwise there is danger of no adequate connecting links, in so far as language is concerned, between the different States.

5. It is important, both from the point of view of international communication and the growth of modern knowledge, more especially, science, industry and technology, in India, that there should be widespread knowledge of an international language. While this language may be any one of the important European languages in effect, English will serve this purpose more easily as it is fairly well known in India. The study of English, therefore, is important.

6. It must be remembered that languages, if they are to be known at all well, must be learnt at an early age when it is easy for the child to pick them up. Therefore, both Hindi and English should be taught at an early stage.

7. The meeting was of opinion that a common script for all Indian languages was not only desirable, but would be a powerful link between the different languages of India and, therefore, of great help in bringing about integration. Such a common script in India in existing circumstances can only be Devnagari. While it may be difficult to adopt a common script in the near future, this objective should be kept in mind and worked for.

8. A three language formula had been evolved by the Government of India, in consultation with the State Governments, for adoption at the secondary stage of education for teaching language subjects. It was agreed that the formula should be simplified and the language subjects for teaching at the secondary stage of education should be as follows :—

(a) the regional language and mother-tongue when the latter is different from the regional language;

(b) Hindi or, in Hindi speaking areas, another Indian language; and

(c) English or any other modern European language.

9. The question of affiliation of schools and colleges using minority languages to Universities and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where there were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universites or Boards outside the State.

10. While a State may have one or more languages for its official purposes, it must be recognised that no State is completely unilingual. It is because of this that arrangements are suggested for minority languages for education, etc. An official language is meant largely for official purposes. For communication with the Public, however, the objective should be that the great majority of the people should be in a position to understand what they are told. Therefore, wherever publicity is required, other languages in use in the area should be employed, even apart from official language.

11. Where at least sixty per cent of the population of a district speaks or uses a language other than the official language of the State, this language of the minority group should be recognised as an official language in that district, in addition to the State official language. Recognition for this purpose may, however, be given ordinarily only to the major languages of India specified in the Eighth Schedule of the Constitution. Exceptions may be made in regard to the hill districts of Assam and the district of Darjeeling in West Bengal where languages other than those mentioned in the Eighth Schedule may be used.

12. Whenever, in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.

13. The internal work of the Administration, that, is, noting on files, correspondence between different Government offices, should be normally and conveniently carried on in the official language of the State or the Union official language. But for dealings of the Administration with the public, petitions and representations in other languages should also be received from the public and arrangements should be made for replies to be sent, wherever possible, in such other languages to letters received in them from the public. Arrangements should also be made for the publication of translations of the substance of important laws, rules, regulations, etc., in minority languages in States or districts or wherever a linguistic minority constitutes 15 to 20 per cent of the population. For this purpose, it was agreed that it would be desirable for the States to set up a Translation Bureau at State headquarters. Where a circular or other order of a State Government or notification is to be issued for the information of the local public, the District authorities may be authorised to get it translated in the local language of the district or municipal area as the case may be.

14. Correspondence between the State headquarters and the district falls in the sphere of internal administration. Ordinarily therefore, it would be appropriate to use the official language of the State for correspondence between the State and District headquarters and vice versa. The use of the Union official language should also be permitted for this purpose in place of the official language of the State. This Union official language will thus be either English or Hindi.

15. In recruitment to State Services under the State Government, language should not be a bar. Therefore, besides the official languag of the State, option should be given of using English or Hindi as the medium of examination. A test of proficiency in the State official language should be held after selection and before the end of probation.

16. For purposes of recruitment to Services in a State, where eligibility requires the possession of a University degree or a diploma, degrees or diplomas granted by all Universities or institutions recognised by the Central University Grants Commission should be recognised.

17. The question of the medium for University education was discussed at length. The tendency of regional languages to become the media for University education, though desirable in many ways, may well lead to the isolation of such Universities from the rest of India unless there is a link in the shape of an all-India language. Teachers and students will not be able to migrate easily from one University to another, and the cause of education will suffer for lack of a common link between Universities in different linguistic areas. The importance of such a common linguistic link between Universities was emphasized. Such a common link can only be English or Hindi. Ultimately it will have to be Hindi, and it is necessary, therefore, that every attempt should be made to make Hindi suitable for this purpose. The change-over to Hindi and generally to a regional language as a medium of education will only be effective when such language has adequately developed for the purpose of modern education and more especially for scientific and technical subjects. Every effort should be made to develop Hindi and the other languages for this purpose. Till such time as this happens, English may be continued. It may also be possible and desirable for the change-over from English to Hindi or a regional language to be phased or divided up into subjects. Thus, scientific and technical subjects may be taught for as long as necessary in English while other subjects may be taught with Hindi or the regional language as the medium. In any event, the standard of teaching both in Hindi and English be improved and maintained at a high level in schools and colleges.

18. As already decided by the Central Government, all technical and scientific/terminology should be based on international usage and should be common to all the Indian languages.

19. The meeting welcomed the declaration made on behalf of the Central Government that English would continue to be used as an associate language for all-India official purposes even after Hindi becomes the all-India official language. This has been further confirmed in the Presidential order issued in regard to the Union official language.

20. It was agreed that the implementation of the policy herein laid down for the safeguarding of the interests of linguistic minorities and the promotion of national integration were matters of very great importance. The functions of the Commis-

sioner for Linguistic Minorities are described in the Article 350B of the Constitution. Though he cannot obviously be entrusted with executive functions for the implementation of the safeguards, it was reiterated that full co-operation should be given to him by all the States. The Commissioner for Linguistic Minorities should not only prepare the annual reports, but make more frequent reports on important subjects which he should send to the Chief Ministers concerned and to the Home Ministry who will circulate it to all the Chief Ministers.

21. The Zonal Councils should pay particular attention to the implementation of this policy in their zonal areas. A committee consisting of the Vice-Chairman of the Zonal Councils should be set up under the Chairmanship of the Union Home Minister. If considered necessary, the Union Home Minister may invite other Chief Ministers or other Ministers to meetings of the Committee. This Committee would keep in touch with the working of the various safeguards for linguistic minorities and the promotion of national integration.

22. In view of the great importance of promoting national integration, more frequent meetings of the Chief Ministers and Central Ministers should take place to review the action being taken and to suggest further steps whenever necessary. Success in realising this objective depended on continual vigilance and the co-operation of all the States and the Union Government.

23. The meeting agreed that it was desirable to promote better and more widespread publicity for promoting national and emotional integration. The Union Ministry of Information and Broadcasting would prepare a paper dealing with this subject and circulate it to the Chief Ministers for consideration at a subsequent meeting.

24. In view of the vital importance of national integration it was agreed that this should be dealt with on a national plane. For this purpose, a larger conference should be convened consisting of, besides Chief Ministers and Central Ministers, leading members of different parties in Parliament and other eminent personalities including educationists, scientists and professional men.

APPENDIX V

Primary Education—*Progress of Implementation of agreed scheme of Safeguards in States and Union Territories*

Agreed Safeguards	States/Union Territories	Extent of implementation
A. It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the Primary stage of education to children belonging to linguisitic minority group; and the President may issue such directions to any State as he conconsiders necessary or proper for securing the provision of such facilities.	Andhra Pradesh Assam Bihar Gujarat Kerala Maharashtra Mysore Nagaland Orissa Rajasthan Tamil Nadu Uttar Pradesh West Bengal Andaman and Nicobar Islands Dadra and Nagar Haveli Delhi Goa, Daman and Diu Manipur Pondicherry Tripura	Facilities exist for instruction through the mother-tongue includding minority languages.
	Haryana ..	Orders exist for imparting instruction through Punjabi
	Jammu and Kashmir	The facility is available in Urdu in Persian and Devnagari scripts.
	Madhya Pradesh ...	The facility is restricted to the 15 languages mentioned in the Eigth Schedule of the Constitution. Facilities for instruction through Media tribal dialect have also been provided.
	Punjab ...	The facility is available in Hindi and Punjabi media only.
	Chandigarh ..	The facility is available to the speakers of Punjabi and Hindi.
	Himachal Pradesh..	Orders have been issued for providing instruction through Punjabi medium.
	Laccadive, Minicoy and Amindivi Islands.	The facility is available only through Malayalam medium.
B. Teaching by appointing at least one teacher, through the mother-tongue in Primary stage if there are 40 pupils in a school *or* 10 pupils in a class desirous of learning in that language.	Assam Bihar Gujarat Haryana Kerala Maharashtra Orissa Rajasthan Uttar Pradesh West Bengal Dadra and Nagar Haveli	Orders implementing the decision exist.

Agreed Safeguards	States/Union Territories	Extent of implementation
	Madhya Pradesh ..	Accepted, but the facility is restricted to the languages mentioned in the Eighth Schedule of the Constitution.
	Andhra Pradesh ..	Orders exist for provisions of the facility if there are 10 pupils in a a class/section or 30 pupils in the whole school.
	Mysore	
	Tamil Nadu ..	
	Jammu and Kashmir	No orders have been issued for the implementation of this recommendation.
	Nagaland	
	Punjab	
	Andaman and Nicobar Islands	
	Chandigarh	
	Delhi	
	Goa, Daman and Diu	
	Laccadives, Minicoy and Amindivi Islands	
	Manipur	
	Pondicherry	
	Tripura	
	Himachal Pradesh	Orders have been issued for providing instruction through Punjabi medium.
C. Advance Registration of applications from pupils deirous to have instructions through the minority languages for a period of three months ending a fortnight before the commencement of school year.	Bihar	Accepted the recommendation and actual implementation has been reported in a number of schools in these States.
	Haryana	
	Jammu and Kashmir	
	Kerala	
	Madhya Pradesh	
	Maharashtra	
	Mysore	
	Punjab	
	Rajasthan	
	Tamil Nadu	
	Uttar Pradesh	
	West Bengal	
	Andaman and Nicobar Islands	
	Laccadive, Minicoy and Amindivi Islands	
	Tripura	
	Andhra Pradesh	Accepted the recommendation, but the position of actual implementation has not been reported.
	Assam	
	Gujarat	
	Orissa	
	Delhi	
	Dadra and Nagar Haveli	
	Chandigarh	The recommendation has not yet been accepted.
	Goa, Daman and Diu	
	Manipur	
	Nagaland	
	Pondicherry	

Agreed Safeguards	States/Union Territories	Extent of implementation
	Himachal Pradesh	Orders have been issued for registering candidates desirous for instruction through Punjabi medium.
D. To make inter-school adjustments so that no applicant is refused facility of instruction through a minority language on the ground that the number of such applicants is not sufficient for opening a new section/class.	Andhra Pradesh Bihar Jammu and Kashmir Kerala Madhya Pradesh Maharashtra Mysore Orissa Punjab Rajasthan Tamil Nadu West Bengal Andaman and Nicobar Islands Chandigarh Delhi	The decision has been accepted for implementation.
	Assam Gujarat Haryana Nagaland Uttar Pradeesh Dadra and Nagar Haveli Goa, Daman and Diu Himachal Pradesh Laccadive, Minicoy and Amindivi Islands Manipur Pondicherry Tripura	The dicision has not yet been accepted.
E. Non-diminution of pupil strength and school facilities including teachers for linguistic minorities as it existed on 1-11-1956 (for Telugu pupils in Madras and Tamil pupils in Andhra Pradesh—1-10-1953) without specific sanction of the concerned Government.	Andhra Pradesh Gujarat Kerala Madhya Pradesh Mysore Nagaland Orissa Rajasthan Tamil Nadu West Bengal Andaman and Nicobar Island Delhi Tripura	Accepted for implementation.
	Assam — —	Orders issued in April 1965 for continuance of the facilities existing at the time of issue of the orders.
	Uttar Pradesh ..	The Uttar Pradesh Government have accepted the decision for continuing the facilities as existing on 12-8-1961, when the Chief Ministers' Conference took the decision.

Agreed Safeguards	States/Union Territories	Extent of implementation
	Bihar Haryana Jammu and Kashmir Maharashtra Punjab Chandigarh Goa, Daman and Diu. Himachal Pradesh Laccadive, Minicoy and Amindivi Islands Manipur Pondicherry	Not yet accepted.
	Dadra and Nagar Haveli	Agreed to continue the facilities as existed on 11-8-1961.

APPENDIX VI

Secondary Education—*Progress of Implementation of agreed scheme of Safeguards in States and Union Territories*

Agreed Safeguards	States/Union Territories	Extent of implementation
A(i). For providing mother tongues as media of instruction at secondary stage, the languages used should be modern Indian languages mentioned in the Eighth Schedule of the Constitution as well as English. An exception might be made, however, in the case of hill districts of Assam and the districts of Darjeelling in West Bengal, where special arrangements may be made.	Andhra Pradesh ..	Facilities exist for instruction through Hindi, Kanada, Oriya, Marathi, Tamil, Telugu and Urdu.
	Assam	Assamese, Bengali, English and Hindi are the media of instruction. Instruction through Khasi, Mizo (Lushai), Garo, Manipuri, Nepali and Urdu is imparted up to middle school stage only.
	Bihar	Facilities exist for instruction through Bengali, Hindi, Oriya, Santhali and Urdu.
	Gujarat	Facilities exist for instruction through Gujarati, Hindi, Marathi, Sindhi and Urdu.
	Haryana	Facilities exist for imparting instruction through Punjabi.
	Jammu and Kashmir	English is the medium of instruction and Urdu, Hindi and Punjabi for social studies.
	Kerala	Facilities exist for instruction through Kannada, Malayalam and Tamil.
	Madhya Pradesh ..	Facilities exist for instruction through Bengali, Hindi Gujarati, Marathi, Punjabi, Sindhi, Telugu, and Urdu
	Maharashtra ..	Facilities exist for instruction through Gujarati, Hindi Kannada Marathi, Sindhi and Urdu.
	Mysore	Facilities exist for instruction through Hindi, Kannada-Marathi, Tamil, Telugu and Urdu.
	Nagaland	English is the medium of instruction.
	Orissa	Facilities exist for instruction through Bengali, Hindi, Oriya, Telugu and and Urdu media.
	Punjab	Facilities exist for instruction through Hindi and Punjabi.
	Rajasthan	The State Government have said that Hindi, Sindhi, Gujarati, Punjabi and Urdu can be used as media of instruction.
	Tamil Nadu ...	Facilities exist for instruction through Gujarati, Hindi, Kannada, Malayalam, Tamil, Telugu and Urdu.

Agreed Safeguards	States/Union Territories	Extent of implementation
	Uttar Pradesh ..	Apart from Hindi which is the sole medium of instruction, there are a few schools in the State with English and Urdu as media of instruction.
	West Bengal ..	Facilities exist for instruction through Bengali, Gujarati, Hindi, Nepali, Oriya, Telugu, Tibetan and Urdu.
	Andaman and Nicobar Islands	Facilities exist for instruction through Hindi and Urdu.
	Chandigarh ..	Facilities exist for instruction through Punjabi and Hindi.
	Dadra and Nagar Haveli	Facilities exsist for instruction through Gujarati only.
	Delhi	Facilities exist for instruction through Bengali, Hindi, Punjabi, Sindhi and Urdu.
	Goa, Daman and Diut	Facilities exist for instruction through Gujarati, Hindi, Urdu and Marathi.
	Himachal Pradesh	Facilities exist for instruction through Hindi and recently orders have been issued for providing instruction through Punjabi medium also.
	Laccadives, Minicoy and—Amindivi Islands.	Facilities exist for instruction through Malayalam.
	Manipur	Facilities exist for instruction through Bengali, and Hindi. Manipuri medium is up to the eighth standard only.
	Pondicherry ..	Facilities exist for instruction through Tamil, Telugu, Malayalam, English and French.
	Tripura	Bengali is the Sole medium of instruction.
A(ii) The modern Indian languages mentioned in the Eighth Schedule of the Constitution, as well as English, should be used as media of instruction at the secondary stage. Other languages may also be used in the hill districts of Assam and the district of Darjeeling in west Bengal. For the purpose of providing instruction at the secondary stage in the mother-tongue of linguistic minority, a minimum strength of 60 students in the last	Andhra Pradesh Assam Bihar Gujarat Haryana Kerala Maharashtra Mysore Orissa Punjab Rajasthan Tamil Nadu West Bengal Madhya Pradesh	Orders exist for implementing the decision.
		The State Government have not agreed to lay down the minimum strength of linguistic minority pupils which would make it imperative to provide mother-tongues as media of instruction.

Agreed Safeguards	States/Union Territories	Extent of implementation
four classes and 15 students in each class will be necessary, provided that for the first four years a strength of 15 in each class will be sufficient.	Uttar Pradesh ..	Agreed to provide facilities in all Government, Municipal and District Boards schools where one-third of the total number of pupils of the schools request for instruction in their mother-tongue.
	Himachal Pradesh	Orders have been issued for providing instruction through Punjabi medium.
	Jammu and Kashmir Nagaland Andaman and Nicobar Islands Chandigarh Dadra and Nagar Haveli Delhi Goa, Doman and Diu Laccadives, Minicoy and Amindivi Islands Manipur Pondicherry Tripura	Orders have not been issued for implementing this decision
B. Non-diminution of pupil strength and school facilities including teachers for linguistic minorities as it exsited on 1-11-1956 (for Telugu pupils in Madras and Tamil pupils in Andhra Pradesh—1-10-1953) without specific sanction of the concerned Government.	Andhra Pradesh Gujarat Kerala Madhya Pradesh Mysore Nagaland Orissa Rajasthan Tamil Nadu West Bengal Andaman and Nicobar Islands Delhi Tripura	Accepted for implementation
	Uttar Pradesh	The Uttar Pradesh Government have accepted the decision for continuing the facilities as existing on 12-8-61 when the Chief Ministers' Conference took the decision.
	Dadra and Nagar Haveli	Agreed to continue the facilities as existing on 11-8-1961.
	Assam Bihar Haryana Jammu and Kashmir Maharashtra Punjab Chandigarh Goa, Daman and Diu Himachal Pradesh Laccadives, Minicoy and Amindivi Islands Manipur Pondicherry	Not yet accepted for implementation

Agreed Safeguards	States/Union Territories	Extent of implementation
C. Advance Registration of applications from pupils desirous to have instruction through the minority languages for a period of three months ending a fortnight before the Commencement of school year.	Andhra Pradesh Assam Bihar Gujarat Haryana Kerala Madhya Pradesh Maharashtra Mysore Orissa Punjab Rajasthan Tamil Nadu West Bengal Dadra and Nagar Haveli Delhi Laccadive, Minicoy and Amindivi Islands	Accepted the recommendation
	Himachal Pradesh	Orders have been issued for registration of pupils desirous of instruction through Punjabi medium.
	Jammu and Kashmir Nagaland Uttar Pradesh Andaman and Nicobar Islands Chandigarh Goa, Daman and Diu Manipur Pondicherry Tripura	The recommendation has not yet been accepted.
D. The simplified Three-language Formula is as follows:— (a) The regional language and mother-tongue, when the latter is different from the regional language; (b) Hindi or, in Hindi-speaking areas, another Indian language; and (c) English or any other modern European language (Decision of the Chief Ministers' Conference of 1961)	Andhra Pradesh	*First language*—Any one of the following languages may be offered:— (a) Telugu, Hindi, Urdu, Kannada, Tamil, Oriya, Marathi, Gujarati; or (b) A composite course of any of the languages mentioned in (a) above with an allied classical language; or (c) a composite course of (i) any of the languages in (a) above which is the mother-tongue of the pupils and (ii) one other from the regional languages of the State (Telugu, Urdu, Tamil, Kannada, Oriya and Marathi are recognised as regional languages of the State); or (d) Urdu or Kannada or Tamil or Oriya or Marathi or Gujarati with the study of Hindi in Devanagari script as a minor part of the course.

Agreed Safeguards	States/Union Territories	Extent of implementation
D.—*Contd.*		*Second Language*:—
		(a) for those who do not study Hindi under any of the groups (a) (b), (c) and (d) under first language—Hindi.
		(b) for those who do not study Telugu under first language except those in (b)—Telugu.
		(c) for those non-permanent residents of the State *eg.* children of Central Government Employees liable for transfer to any place in India—any regional language of the State (other than the pupil's first language) or any modern Indian language (other than the first language) or a non-detailed course of English or Hindi or drawing or any other Fine Arts such as Music.
		Third Language—English which shall be commenced in Class III except in the case of English medium schools where instruction in English may be started earlier.
		All pupils whose mother-tongue is not Telugu should be compulsorily taught Telugu from the new VIII class from the academic year 1966-67.
	Assam	(i) English;
		(ii) Hindi &
		(iii) Mother-tongue or the regional language.
	Bihar	(a) Mother-tongue
		(b) English
		(c) Hindi for non-Hindi speaking students. Provision has not yet been made for teaching of the third language to Hindi-speaking students though bulk of them study Sanskrit as an optional subject.
	Gujarat	(a) Regional language or mother-tongue;
		(b) Hindi;
		(c) English from standard VIII to standard X as a compulsory subject and on an optional basis from standards V to VII and in standard XI.
	Haryana	(i) Hindi (form the 1st primary class)
		(ii) English (from the 6th class)

Agreed Safeguards	States/Union Territories	Extent of implementation
D.—Contd.		(iii) Sanskrit /Urdu/Punjabi (from the 7th class).
	Jammu and Kashmir	The Three-language Formula has not so far been adopted in the State.
	Kerala	(a) Mother-tongue; (b) English; and (c) Hindi.
	Madhya Pradesh	1. Hindi; 2. A language with upper standard; 3. A language with lower standard. The languages of upper standard and lower standard can be opted by the students from the languages mentioned in the Eighth Schedule of the Constitution. The provision of teaching of Sanskrit, in both the standards has been made if the students desire to offer the same.
	Maharashtra	(a) Regional language—Marathi (b) Hindi (c) English

Mysore

Part-I(a) (First Language)	Part-I(b) (Second Language)	Part-II (Third Language)
1. Kannada (Regional language at mother-tongue level)	Hindi	English
2.		
(a) Telugu, or Tamil or Marathi or Urdu at mother-tongue level	Hindi	English
(b) Hindi (mother-tongue level)	Kannada or classical language (Sanskrit, Prakrit, Persian or Arabic).	English
(c) English (mother-tongue level)	Hindi	Kannada (3 periods) or classical language (Sanskrit,

Agreed Safeguards	States/Union Territories	Extent of implementation		
D.—Contd.				Arabic, Greek, Latin standard equal to compulsory English; or alternate English (for those who migrate from other States and join standards IX & X).
		3. Classical language (Sanskrit, Pali, Persian, Arabic).	Hindi	English
	Nagaland	(i) Hindi (ii) English		
	Orissa	(i) Modern Indian Languages (Oriya, Hindi, Urdu, Telugu and Bengali). Provided that the candidate whose mother-tongue is not any one of the languages (Oriya, Hindi, Bengali, Urdu and Telugu) may offer paper in alternate English in lieu of Modern Indian Languages. (ii) English (iii) (a) For students who take Oriya as Modern Indian Languages (1) Sanskrit, (2) Hindi (Lower standard). (b) For students who take Hindi as Modern Indian Languages (1) Sanskrit, (2) Oriya (Lower standard). (c) For students who take languages other than Hindi or Oriya (Higher standard as Modern Indian Languages); or who take alternate English (1) Hindi (Lower standard) or Sanskrit or Persian, (2) Oriya (Lower standard).		
	Punjab	(i) Hindi or Punjabi as the first language from the 1st Primary class onwards up to the matric stage. (ii) Punjabi or Hindi not taken in (i) above as the Second language		

Agreed Safeguards	State/Union Territories	Extent of implementation
D.—Contd		from the 3rd primary class onward in erstwhile Pepsu area and 4th class in the erstwhile Punjab area. (iii) English from 6th class.
	Rajasthan	(i) Hindi; (ii) English; (iii) Sanskrit; or Tamil, Malayalam and Bengali in specified areas; or only under specific order of the Government another language mentioned in the Eighth Schedule.
	Tamil Nadu	Part A—Regional language or mother-tongue where it is different from the regional language. Part B—English or any other non-Indian language.
	Uttar Pradesh	(i) Hindi—The regional language (ii) Any one of the languages mentioned in the Eighth Schedule of the Constitution and Nepali. (iii) English or any other modern European language.
	West Bengal	*First language*—Mother-tongue, which may be any recognised modern Indian language or English—in classes I to X or I to XI, as the case may be. *Second language*—English or, if English be the first language, Bengali—in classes III to X or III to XI, as the case may be. *Third Language*—(a) Hindi, or if Hindi be the first language, Bengali in classes V to VII of all schools; (b) any one of the following classical languages, namely, Sanskrit, Arabic, Persian, Latin or Greek; (i) as a compulsory subject in class VIII of all schools; (ii) as compulsory subject in classes IX and X of High Schools, and

Agreed Safeguards	States/Union Territories	Extent of implementation
D.—Contd.		(iii) as one of the three compulsory elective subjects for the Humanities Course and as an optional fourth elective subject for any other course of study—in classes IX, X and XI of Higher Secondary schools.
		Provided that a student having Hindi as the first language may take up Bengali as the third language in lieu of a classical language and a student having a recognised modern Indian language other than Hindi or Bengali as the first language may take up either Hindi or Bengali as the third language in lieu of a classical language.
	Andaman and Nicobar Islands	*For whose mother-tongue is Hindi* Hindi/English/a classical language or a modern Indian language other than Hindi.
		For whose mother-tongue is Urdu Urdu, English and Elementary Hindi.
	Chandigarh	(a) Mother-tongue from 1st to IIIrd classes.
		(b) Mother-tongue and Regional language from fourth to fifth classes.
		(c) Mother-tongue, Regional language and English from sixth to tenth classes.
	Dadra and Nagar Haveli	(i) Hindi from Standard V to XI
		(ii) English from Standard V to XI
		(iii) Sanskrit from Standard IX to XI
	Delhi	(a) *When Hindi is mother-tongue*
		(i) Mother-tongue begins in Class I;
		(ii) English begins at class VI and there is option for the students to take any other language like Urdu, Punjabi, Sanskrit etc.
		(*b*) *When a language other than Hindi is the mother-tongue*
		(i) Mother-tongue begins at class I;
		(ii) Hindi begins at class III;
		(iii) English begins at class VI besides students have option for other languages like Sanskrit, Urdu, Punjabi.

Agreed Safeguards	States/Union Territories	Extent of implementation
D.—Concld.	Goa, Daman and Diu	(a) Konkani, Hindi and English or (b) Marathi, Hindi and English or (c) Konkani, Marathi, Hindi and English or (d) Gujarati, Hindi and English
	Himachal Pradesh	(i) Hindi (ii) English (iii) Urdu
	Laccadives, Minicoy and Amindivi Islands	In all schools excepting Higher Secondary Schools, Malayalam, English Hindi and Arabic. In Higher Secondary schools—English, Hindi and Malayalam.
	Manipur	*For those whose mother-tongue is Manipuri* Hindi lower level, Manipuri higher level and English in higher secondary schools. *For Tribal students* Hindi lower level, Manipuri lower level and English in higher secondary schools.
	Pondicherry	Part I—Tamil or mother-tongue; Part II—Hindi or any other Indian language not taken under Part I. Part III—English or any other non-Indian language.
	Tripura	In the middle stage the compulsory languages to be done by students are Bengali, English, Hindi/Sanskrit. In the high/higher secondary stage the language pattern prescribed by the Board of Secondary Education, West Bengal, is followed.

APPENDIX VII

Primary Education —Comparative Statement of Educational Facilities for Three years

Year	Number of schools and attached sections		Name of minority language in which instruction is provided	No. of children belonging to each linguistic minority group	No. of teachers available for each linguistic group	Remarks
	Schools	Attached sections				
1	2	3	4	5	6	7
			ANDHRA PRADESH			
1966-67	1,045	1,724	Urdu	1,78,282	4,387	
	110	81	Tamil	15,027	362	
	68	26	Kannada	7,024	192	
	30	42	Oriya	3,899	97	
	128	202	Marathi	9,950	402	
	37	31	Hindi	10,301	287	
	4	—	Gujarati	895	25	
1967-68 1968-69	Not furnished.					
			ASSAM			
1966-67	100	15	Hindi	11,773	206	
	2,159	4	Bengali	1,72,810	4,383	
	5	—	Mikir	340	12	
	1,150	—	Garo	41,456	1,392	
	17	15	Nepali	2,089	50	
	980	213	Khasi	63,101	1,501	
	388	—	Lushai	32,411	880	
	68	21	Manipuri	6,347	182	
	2	—	Urdu	186	6	
	1	—	Telugu	64	2	
	247	73	Bodo	18,228	276	
1967-68	109	13	Hindi	13,915	232	
	2,213	5	Bengali	1,80,987	4,584	
	1,179	—	Garo	42,941	1,419	
	20	15	Nepali	2,495	55	
	1,072	214	Khasi	65,087	1,661	
	308	2	Lushai/Mizo	34,630	965	
	73	19	Manipur	6,494	160	
	2	—	Urdu	210	6	
	1	—	Telugu	66	1	
	247	73	Bodo	19,381	276	
1968-69	Not furnished.					
			BIHAR			
1966-67 1967-68 1968-69	Not furnished.					
			GUJARAT			
1966-67	65	10	Sindhi	23,117	483	
	195	1	Marathi	22,992	606	
	116	13	Urdu	36,110	881	
	51	1	Hindi	15,095	387	
	15	—	English	3,534	147	

1	2	3	4	5	6	7
			GUJARAT—Contd.			
	5	—	Tamil	1,161	32	
	2	—	Telugu	644	15	
	1	—	Malayalam	82	4	
1967-68	73	6	Sindhi	26,136	602	
	67	11	Marathi	16,514	451	
	133	21	Urdu	40,038	840	
	49	6	Hindi	16,423	407	
	12	6	English	3,612	122	
	5	—	Tamil	1,192	34	
	3	—	Telugu	683	16	
	1	—	Malayalam	102	4	
1968-69	Not furnished.					
			HARYANA			
1966-67	Nil information.					
1967-68	85	—	Punjabi	2,401	21	
1968-69	Not furnished.					
			JAMMU AND KASHMIR			
1966-67						
1967-68	Not furnished.					
1968-69						
			KERALA			
1966-67	42	295	Tamil	18,125	450	
	153	19	Kannada	26,340	914	
1967-68	42	309	Tamil	18,964	476	
	153	21	Kannada	26,769	918	
1968-69	42	375	Tamil	17,438	372	
	127	37	Kannada	27,100	910	
			MADHYA PRADESH			
1966-67	180	175	Urdu	39,261	983	
	236	42	Marathi	32,837	966	
	18	15	Bengali	3,420	141	
	13	—	Gujarati	2,943	86	
	34	39	Sindhi	10,975	274	
	1	—	Telugu	40	1	
	2	—	Punjabi	346	9	
	1	—	Malayalam	53	2	
	3	—	English	835	26	
1967-68	175	211	Urdu	39,701	1,009	
	245	42	Marathi	33,733	995	
	42	17	Bengali	3,605	135	
	13	5	Gujarati	3,023	88	
	35	50	Sindhi	11,500	279	
	1	—	Telugu	45	1	
	2	1	Punjabi	549	14	
	1	—	Malayalam	56	2	
	3	—	English	904	27	
1968-69	179	168	Urdu	40,304	1,013	
	263	47	Marathi	36,391	1,022	
	55	8	Bengali	9,918	240	
	14	—	Gujarati	3,259	83	
	37	112	Sindhi	12,210	296	
	1	—	Telugu	45	1	
	2	1	Punjabi	700	11	
	1	—	Malayalam	59	2	
	1	—	English	69	3	

1	2	3	4	5	6	7
			MAHARASHTRA			
1966-67	1,590	1,893	Urdu	3,94,777	2,964	
	426	243	Gujarati	1,42,638	479	
	243	89	Kannada	37,214	183	
	431	870	Hindi	1,53,001	1,505	
	77	347	Sindhi	32,899	410	
	333	267	English	1,29,349	456	
	57	20	Tamil	10,123	19	
	96	89	Telugu	14,998	151	
	12	20	Malayalam	2,945	24	
	20	24	Bengali	7,965	256	
	2	—	Iranian	258	—	
1967-68	1,524	1,893	Urdu	4,13,502	3,068	
	428	243	Gujarati	1,50,706	492	
	243	89	Kannada	39,144	191	
	431	871	Hindi	1,43,240	1,574	
	77	347	Sindhi	34,602	427	
	333	267	English	1,36,058	402	
	57	20	Tamil	10,690	19	
	96	89	Telugu	15,455	157	
	12	20	Malayalam	3,095	24	
	20	24	Bengali	8,696	268	
	2	—	Iranian	271	—	
1968-69	Not furnished.					
			MYSORE			
1966-67	2,537	—	Urdu	2,73,209	6,968	
	56	—	English	17,105	524	
	235	—	Tamil	56,276	1,693	
	79	—	Telugu	16,167	524	
	7	—	Malayalam	1,071	29	
	4	—	Gujarati	1,014	27	
	858	—	Marathi	1,25,797	3,037	
	11	—	Hindi	2,066	56	
1967-68	2,541	—	Urdu	2,74,533	7,028	
	51	—	English	16,273	483	
	236	11	Tamil	56,609	1,682	
	81	—	Telugu	16,484	425	
	7	—	Malayalam	968	29	
	4	—	Gujarati	994	27	
	856	—	Marathi	1,19,835	3,012	
	11	—	Hindi	2,104	57	
1968-69	Not furnished.					
			NAGALAND			
1966-67 1967-68 1968-69	Not furnished.					
			ORISSA			
1966-67 1967-68 1968-69	Not furnished.					
			PUNJAB			
1966-67	2	—	Urdu	1,500	18	
1967-68	2	—	Urdu	947	18	
1968-69	Nil information.					

1	2	3	4	5	6	7
			RAJASTHAN			
1966-67	40	140	Urdu	5,303	133	
	68	428	Sindhi	15,580	487	
	2	9	Gujarati	87	3	
1967-68	31	—	Urdu*	4,552	157	*Pertains to 21 district
	44	—	Sindhi*	10,018	334	
	1	—	Punjabi	142	7	
1968-69	Not furnished.					
			TAMILNADU			
1966-67	464	578	Telugu	83,419	2,915	
	189	79	Urdu	28,573	917	
	44	36	Kannada	4,409	71	
	5	5	Gujarati	1,492	53	
	23	821	Malayalam	27,957	851	
	4	5	Hindi	2,623	64	
1967-68 1968-69	Not furnished.					
			UTTAR PRADESH			
1966-67	1,992	321	Urdu	2,25,922	4,347	
	5	—	Bengali	593	21	
	1	8	Gujarati	602	9	
	2	—	Punjabi	654	3	
	2	—	Sindhi	341	18	
1967-68*	301	5	Urdu	29,958	679	*Pertains to 14 district
	1	—	Bengali	463	11	
1968-69	Not furnished.					
			WEST BENGAL			
1966-67	667	317	Hindi	92,462	2,434	
	224	118	Urdu	18,920	547	
	448	—	Nepali	41,131	1,188	
	22	9	Telugu	4,612	96	
	5	—	Gujarati	3,921	40	
	15	1	Oriya	3,440	93	
	2	—	Tamil	428	12	
1967-68 1968-69	Not furnished.					
			UNION TERRITORIES			
			ANDAMAN AND NICOBAR ISLANDS			
1966-67 1967-68 1968-69	Not furnished.					
			CHANDIGARH			
1966-67 1967-68 1968-69	Nil information.					

1	2	3	4	5	6	7
			DADRA AND NAGAR HAVELI			
						*Infomation not furnished.
1966-67	16	2	Marathi	*	*	
1967-68	67	2	Gujarati	5,558	180	
	17	2	Marathi	926	32	
	1	—	English	68	2	
1968-69	71	2	Gujarati	5,883	197	
	17	2	Marathi	895	32	
	1	—	English	73	4	
			DELHI			
1966-67	17	11	Urdu	5,650	141	
	4	18	Sindhi	949	27	
	7	22	Bengali	3,058	63	
	5	9	Tamil	1,757	45	
	8	13	Punjabi	2,776	76	
	—	5	Marathi	99	5	
	1	—	Malayalam	323	3	
		4	Telugu	104	5	
	—	5	Kannada	195	5	
	1	—	Gujarati	206	7	
1967-68	Not furnished.					
1968-69	12	—	Urdu	6,274	269	
	7	—	Sindhi	937	42	
	17	—	Bengali	2,799	89	
	6	—	Tamil	1,258	53	
	40	—	Punjabi	4,129	150	
	1	—	Marathi	85	5	
	1	—	Malayalam	386	11	
	1	—	Telugu	44	6	
	1	—	Kannada	227	4	
	11	—	Gujarati	354	11	
			GOA, DAMAN AND DIU			
1966-67	31	206	English	20,083	657	
	14	17	Konkani	3,306	54	
	6	20	Urdu	2,807	91	
	—	7	Portuguese	179	9	
	—	2	Kannada	102	2	
	28	12	Gujarati	5,142	143	
	—	1	Hindi	13	1	
1967-68	37	192	English	22,110	627	
	12	37	Konkani	3,420	90	
	3	26	Urdu	1,524	83	
	—	7	Portuguese	109	7	
	—	2	Kannada	81	3	
	2	34	Gujarati	6,140	153	
	—	2	Hindi	105	3	
	18	656	Marathi	52,814	1,301	
1968-69	31	217	English	24,092	678	
	14	32	Konkani	3,256	89	
	3	24	Urdu	1,700	83	
	—	3	Portuguese	56	4	
	—	3	Kannada	207	9	
	1	41	Gujarati	7,124	177	
	—	1	Hindi	91	2	
	19	729	Marathi	57,908	1,420	

1	2	3	4	5	6	7
			HIMACHAL PRADESH			
1966-67 1967-68 1968-69		Not furnished.				
			LACCADIVE, MINICOY AND AMINDIVI ISLANDS			
1966-67 1967-68 1968-69		Nil information.				
			MANIPUR			
1966-67	25	—	Bengali	1,312	62	
	6	—	Hindi	172	12	
1967-68 1968-69		Not furnished.				
			PONDICHERRY			
1966-67 1967-68		Nil information.				
1968-69	10	—	Telugu	1,624	55	
	13	—	Malayalam	2,871	111	
	1	—	English	5,844	129	
	2	—	French	1,506	65	
			TRIPURA			
1966-67	15	—	Lushai (Mizo)	707	25	
	123	—	Tripuri	5,192	191	
1967-68	17	—	Lushai (Mizo)	696	27	
	127	—	Tripuri	6,164	196	
1968-69	17	—	Lushai (Mizo)	757	29	
	158	—	Tripuri	7,128	234	

APPENDIX VIII

Secondary Education—Comparative Statistics of Educational Facilities of Three Years

Year	Name of minority language in which instruction is provided	No. of schools imparting instruction through the medium of minority language or teach language as language subject only		No. of separate classes or sections not included in Columns 3 & 4 imparting instruction thro' the medium of minority language or teach language subject		No. of pupils studying in schools/ classes or sections included 3 & 5	No. of pupils studying in schools/ separate Classes in Columns 4 & 6	No. of teachers employed for imparting instruction through minority language	Remarks
		As medium	As language subject	As medium	As language subject				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				ANDHRA PRADESH					
1966-67	Urdu	79	48	753	248	34,919	3,706	1,592	
	Tamil	2	11	55	50	1,232	1,882	82	
	Kannada	8	3	16	—	919	433	74	
	Oriya	14	5	23	53	573	536	40	
	Marathi	9	6	59	20	2,590	273	152	
	Hindi	21	—	51	20	5,748	337	257	
	Sanskrit	—	1	—	1	—	48	2	
1967-68 } 1968-69	Not furnished.								
				ASSAM					
1966-67	Bengali	502	6	41	—	1,14,960	424	4,565	
	Garo	73	16	6	8	6,151	2,039	308	
	Hindi	48	220	6	6	8,300	25,569	554	
	Khasi	92	—	78	138	10,366	7,082	457	
	Nepali	7	—	3	4	1,232	284	42	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Urdu	1	—	—	—	354	—	13	
	Lushai/Mizo	86	—	—	—	5,667	—	358	
	Manipuri	5	3	—	—	407	479	22	
1967-68	Bengali	582	6	46	—	1,19,179	655	4,863	
	Garo	83	17	9	8	6,795	3,670	354	
	Hindi	53	316	6	12	8,925	39,390	765	
	Nepali	7	—	3	4	1,333	330	44	
	Khasi	96	—	84	161	11,190	7,521	507	
	Urdu	1	—	—	—	375	—	13	
	Lushai/Mizo	106	—	—	4	7,904	97	465	
	Manipuri	7	4	—	—	564	571	31	
1968-69		Not furnished.							
		BIHAR							
1966-67 1967-68 1968-69		Not furnished.							
		GUJARAT							
1966-67	Marathi	12	—	1	1	4,753	40	155	
	Hindi	15	—	—	—	3,303	—	176	
	English	18	—	—	—	5,185	—	222	
	Sindhi	9	—	1	—	5,114	—	160	
	Urdu	—	1	2	1	1,915	272	50	
1967-68	Marathi	11	3	2	—	5,299	40	162	
	Hindi	13	—	1	—	3,726	—	79	
	English	15	—	2	—	5,425	—	184	
	Sindhi	12	2	10	4	5,125	179	174	
	Urdu	10	—	—	—	1,401	—	25	
	Persian	—	2	—	—	—	220	3	
1968-69		Not furnished.							
		HARYANA							
1966-67		Nil information							
1967-68	Urdu	—	1	—	—	—	525	3	
	Punjabi	8	601	4	15	7,268	38,099	588	
	Sanskrit	—	4	—	—	—	363	3	
1968-69		Not furnished.							

JAMMU AND KASHMIR

1966-67, 1967-68, 1968-69 — Not furnished.

KERALA

1966-67	Tamil	..	..	..	..	..	..	10	9	114	55	4,807	2,655	178
	Kannada	..	..	..	..	..	..	18	—	18	—	5,552	—	214
1967-68	Tamil	..	..	..	..	..	..	10	9	128	56	4,956	2,695	180
	Kannada	..	..	..	..	..	..	18	—	18	—	5,958	—	219
1968-69	Tamil	..	..	..	..	..	..	8	9	120	35	4,063	1,492	176
	Kannada	..	..	..	..	..	..	12	—	8	—	6,744	—	255

MADHYA PRADESH

1966-67	Urdu	..	..	..	..	..	..	43	172	41	71	9,794	8,106	597
	Marathi	..	..	..	..	..	..	76	41	68	50	16,946	3,219	705
	Gujarati	..	..	..	..	..	..	4	16	—	15	983	1,530	51
	Sindhi	..	..	..	..	..	..	5	10	6	3	873	1,364	76
	Bengali	..	..	..	..	..	..	1	2	—	6	37	158	7
	Punjabi	..	..	..	..	..	..	—	4	—	6	—	678	8
	Telugu	..	..	..	..	..	..	1	—	—	—	51	—	3
1967-68	Urdu	..	..	..	..	..	..	41	167	30	33	8,497	8,382	604
	Marathi	..	..	..	..	..	..	77	46	66	35	14,638	3,607	702
	Gujarati	..	..	..	..	..	..	4	15	—	3	1,089	1,597	50
	Sindhi	..	..	..	..	..	..	6	11	3	3	1,127	1,712	78
	Bengali	..	..	..	..	..	..	5	—	31	—	1,426	—	40
	Punjabi	..	..	..	..	..	..	1	3	6	2	50	667	9
	Telugu	..	..	..	..	..	..	1	—	—	—	75	—	3
1968-69	Urdu	..	..	..	..	..	..	43	173	30	24	7,601	8,346	568
	Marathi	..	..	..	..	..	..	77	45	66	34	14,754	3,348	711
	Gujarati	..	..	..	..	..	..	4	15	—	2	1,319	1,863	55
	Sindhi	..	..	..	..	..	..	6	12	3	3	1,185	1,714	74
	Bengali	..	..	..	..	..	..	6	—	31	—	1,518	—	43
	Punjabi	..	..	..	..	..	..	2	4	6	6	154	660	15
	Telugu	..	..	..	..	..	..	1	—	—	—	76	—	3

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
				MAHARASHTRA					
1966-67	Urdu	101	—	364	54	45,091	17,585	874	
	Gujarati	110	—	133	743	93,798	18,727	685	
	Kannada	15	—	9	2	7,429	1,678	78	
	Hindi	74	—	565	3,778	56,732	1,24,280	3,752	
	Sindhi	23	—	38	14	17,056	9,474	319	
	English	235	—	678	4,294	1,45,746	50,755	2,012	
	Tamil	—	—	1	42	299	2,667	73	
	Bengali	—	—	5	—	296	245	8	
	Telugu	—	—	4	—	241	35	3	
	Malayalam	—	—	—	33	—	1,262	62	
1967-68	Urdu	101	—	364	54	49,195	19,184	898	
	Gujarati	110	—	133	743	1,02,332	20,430	703	
	Kannada	15	—	9	2	8,105	1,831	79	
	Hindi	74	—	565	3,778	61,892	1,35,590	3,862	
	Sindhi	23	—	38	14	18,604	10,335	327	
	English	235	—	678	4,294	1,59,009	55,374	2,068	
	Tamil	—	—	1	42	326	2,909	77	
	Bengali	—	—	5	—	323	267	8	
	Telugu	—	—	4	—	263	38	3	
	Malayalam	—	—	—	33	—	1,377	63	
1968-69		Not furnished.							
				MYSORE					
1966-67	Urdu	24	534	156	131	9,214	15,361	529	
	Tamil	1	76	5	2	160	13,378	100	
	Telugu	5	25	27	10	2,255	2,240	81	
	Marathi	39	33	225	207	10,372	8,613	660	
	Gujarati	—	2	—	—	—	74	1	
	Malayalam	—	1	—	—	—	23	1	
	Hindi	9	74	20	29	1,217	6,761	195	
1967-68	Urdu	26	139	139	91	9,366	17,403	649	
	Tamil	1	81	6	2	215	13,837	148	
	Telugu	3	27	27	10	2,408	2,576	88	
	Marathi	27	24	199	198	10,424	12,443	739	
	Malayalam	—	2	—	—	—	88	2	
	Hindi	9	81	17	29	1,347	7,330	208	

1968-69							Not furnished.						
							NAGALAND						
1966-67 1967-68 1968-69							Not furnished						
							ORISSA						
1966-67 1967-68 1968-69							Not furnished						
							PUNJAB						
1966-67	Urdu	..	..	..	..	..	..	2	—	—	—	1,500	—	18	
1967-68	Urdu	..	..	..	..	..	..	2	—	—	—	428	—	18	
1968-69					Nil information										
							RAJASTHAN						
1966-67	Urdu	..	..	..	..	..	..	—	24	—	65	—	2,725	79	
	Sindhi	..	..	..	..	..	..	—	10	—	35	—	4,196	40	
	Gujarati	..	..	..	..	..	..	—	1	—	6	—	37	1	
1967-68	*Urdu	..	..	..	..	..	..	—	21	—	—	—	2,290	36	*Pertains to 21 districts.
	*Sindhi	..	..	..	..	..	..	—	6	—	—	—	3,428	32	*Pertains to 22 districts.
1968-69							Not furnished						
							TAMIL NADU						
1966-67	Telugu	..	..	..	..	..	..	58	39	399	129	15,290	8,055	698	
	Urdu	..	..	..	..	..	..	10	4	143	16	5,664	433	187	
	Kannada	..	..	..	..	..	..	—	—	—	—	—	—	—	
	Malayalam		..	..	..	..	..	10	2	303	12	13,453	357	504	
	Hindi	..	..	..	..	..	..	5	3	46	6	1,397	506	61	
	Gujarati	..	..	..	..	..	..	3	1	29	5	993	245	46	

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1967-68	Telugu	63	39	449	174	17,798	7,721	749	
	Urdu	12	1	137	18	5,663	266	185	
	Kannada	2	—	2	—	267	—	8	
	Malayalam	19	7	329	27	13,738	1,086	542	
	Hindi	5	2	41	15	1,439	539	62	
	Gujarati	3	1	29	5	1,029	245	46	
1968-69	Not furnished								
	UTTAR PRADESH								
*1966-67	Urdu	3	511	34	371	8,915	34,333	800	*Pertains to 53 districts.
	Bengali	—	19	—	24	—	2,095	33	
	Punjabi	—	20	—	—	—	2,170	23	
	Gujarati	—	1	—	1	—	408	4	
	Sindhi	—	10	—	—	—	2,248	20	
	Marathi	—	1	—	—	—	50	1	
*1967-68	Urdu	3	60	—	5	2,170	5,792	102	*Pertains to 13 districts.
	Bengali	—	3	—	—	—	902	8	
1968-69	Not furnished								
	WEST BENGAL								
1966-67	Hindi	157	634	11	1,003	1,33,227	89,358	2,943	
	Urdu	31	12	5	3	7,457	1,049	303	
	Nepali	47	—	—	4	12,225	250	410	
	Telugu	4	—	—	—	1,686	—	62	
	Gujarati	4	—	—	—	2,160	—	126	
	Oriya	3	—	—	—	534	—	25	
	Tibetan	—	—	—	6	—	154	8	
1967-68 1968-69	Not furnished								
	UNION TERRITORIES								
	ANDAMAN AD NICOBAR ISLANDS								
1966-67 1967-68 1968-69	Not furnished								

CHANDIGARH

1966-67, 1967-68, 1968-69 — Not furnished

Nil information

DADRA AND NAGAR HAVELI

1966-67								Not furnished					
1967-68	Gujarati	..	..	..	..	..	..	3	—	—	—	—	457	26
1968-69	Gujarati	..	..	..	..	..	..	3	—	—	—	—	503	27

DELHI

1966-67	Urdu	..	..	..	..	..	..	4	2	6	4	3,722	154	111
	Sindhi	..	..	..	..	..	..	3	—	10	2	1,043	144	46
	Tamil	..	..	..	..	..	..	—	1	9	9	510	1,357	25
	Bengali	..	..	..	..	..	..	4	2	14	6	2,056	231	77
	Punjabi	..	..	..	..	..	..	5	4	28	21	4,199	2,514	178
	Telugu	..	..	..	..	..	..	—	—	—	6	—	186	2
	Gujarati	..	..	..	..	..	..	—	—	—	6	—	245	1
	Malayalam		..	..	..	..	..	—	—	—	3	—	123	1
	Kannada	..	..	..	..	..	..	—	—	—	3	—	9	—
1967-68								Not furnished						
1968-69	Urdu	..	..	..	..	..	..	9	6	—	—	4,649	2,165	161
	Sindhi	..	..	..	..	..	..	5	1	—	—	1,532	93	37
	Tamil	..	..	..	..	..	..	—	4	—	—	—	1,214	16
	Bengali	..	..	..	..	..	..	3	9	—	—	1,282	1,360	57
	Punjabi	..	..	..	..	..	..	1	95	—	—	373	10,286	162
	Telugu	..	..	..	..	..	..	—	1	—	—	—	139	2
	Gujarati	..	..	..	..	..	..	—	2	—	—	—	358	4
	Malayalam		..	..	..	..	..	—	1	—	—	—	150	1
	Kannada	..	..	..	..	..	..	—	1	—	—	—	11	1
	Arabic	..	..	..	..	..	..	—	2	—	—	—	538	3
	Persian	..	..	..	..	..	..	—	3	—	—	—	752	4

GOA, DAMAN AND DIU

1966-67	Hindi	..	..	..	..	..	..	1	—	1	—	20	—	1
	Gujarati	..	..	..	..	..	..	16	—	—	—	2,112	—	58
	Urdu	..	..	..	..	..	..	5	—	—	—	290	—	22
	English	..	..	..	..	..	..	149	—	—	—	31,823	—	1,189
	Marathi	..	..	..	..	..	..	144	—	—	—	9,251	—	455

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1967-68	Hindi	1	—	—	—	19	—	1	
	Gujarati	18	—	—	—	2,773	—	87	
	Urdu	8	—	—	—	335	—	22	
	English	159	—	—	—	40,909	—	1,305	
	Marathi	180	—	—	—	10,771	—	614	
1968-69	Gujarati	24	—	—	—	3,007	—	97	
	Urdu	7	—	—	—	370	—	21	
	English	168	—	—	—	44,315	—	1,360	
	Marathi	192	—	—	—	12,602	—	666	
	HIMACHAL PRADESH								
1966-67 1967-68 1968-69	Not furnished								
	LACCADIVE, MINICOY AND AMINDIVI ISLANDS								
1966-67 1967-68 1968-69	Nil information								
	MANIPUR								
1966-67	Bengali	6	—	—	—	1,144	—	47	
	Hindi	7	—	—	—	1,260	—	58	
1967-68 1968-69	Not furnished								
	PONDICHERRY								
1966-67 1967-68 1968-69	Nil information								
	Telugu	2	—	—	—	324	—	17	
	Malayalam	3	—	—	—	572	—	39	
	English	7	—	—	—	1,380	—	72	
	French	4	—	—	—	253	—	30	
	TRIPURA								
1966-67 1967-68 1968-69	Nil information								

L34Mof HA/69—5-4-70—GIPF.

No: 8/9/65-OL

All communications should be addressed to the Secretary to the Government of India, Ministry of Home Affairs, by title, NOT by name.

Telegrams : "Home".

सभी पत्र आदि भारत सरकार गृह मन्त्रालय के सचिव को पद से सम्बोधित किए जाएँ, नाम से नहीं।

GOVERNMENT OF INDIA
भारत सरकार
MINISTRY OF HOME AFFA
गृह मन्त्रालय

To

The Secretary,
Home Department, Government of Mysor
Bangalore.

New Delhi-11, the 15 March, 1966.
24 Phalguna, 1887.

Subject:- Seventh Report of the Commission
Linguistic Minorities.

...

Sir,

I am directed to refer to your letter N
HDI SSL 66 dated 9.2.66 and to forward her
10 copies of the said Report. There are nc
more copies to spare.

Yours faithfully,

Sd/- P.N. Kaul
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Karnataka State Archives,
(Departmental Library)
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(ಇಲಾಖಾ ಗ್ರಂಥಾಲಯ)
ಪುಸ್ತಕ ಸಂಖ್ಯೆ Accession No.....
ದಿನಾಂಕ Date.....
(B) 1310

THE ELEVENTH REPORT OF THE COMMISSIONER

FOR LINGUISTIC MINORITIES IN INDIA

FOR THE PERIOD—JULY 1968 TO JUNE 1969

MINISTRY OF HOME AFFAIRS
GOVERNMENT OF INDIA

ACKNOWLEDGEMENTS

The Commissioner wishes to express her thanks to the Government of India and to the Governments in the States and Union Territories for the cooperation and assistance rendered to her, the Deputy Commissioner and the Assistant Commissioner, specially during their tours.

The Commissioner also wishes to thank all the members of the staff in her office, all of whom have contributed their mite in the preparation of this Report.

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